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ABSTRACT

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 5 level with suggestions for introducing career education into the curriculum. The guide is divided into 26 units: language arts (two units); mathematics (one unit); health (six units); science (eight units); and social studies (nine units). Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. (Author/EC)

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CAREER MOTIVATION

GRADE 5

AKRON PUBLIC SCHOOLS
Akron, Ohio

CONRAD C. OTT
Superintendent

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER MOTIVATION PROGRAM

Grade 5

AKRON PUBLIC SCHOOLS
1972

Prepared By
The Office Of Career Education

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Career Education Programs

FOREWORD

During the 1971-1972 school year the Career Education Program in Akron sponsored and coordinated a committee of classroom teachers to create and develop a Career Motivation Guide for the ongoing curriculum areas in the Akron Public Schools.

Classroom teachers who contributed their time and skills included the following:

Mrs. Evelyn Kirk	Kindergarten
Mrs. Irene Rowe	First Grade
Mrs. Violet Barden	Second Grade
Mrs. Irene Rowe	Second Grade
Mrs. Jean Halfhill	Second Grade
Mrs. Jean Halfhill	Third Grade
Mrs. Judy Dotts	Fourth Grade
Mrs. Mary Becker	Fifth Grade
Mrs. Barbara Vassalotti	Fifth Grade
Miss Diane Sollberger	Sixth Grade
Mr. William Mannion	Curriculum Specialist

Coordination and format of the guide was provided by Mrs. Roberta Ryan, Coordinator-Counselor, Seiberling Elementary School and Mr. Frederick Zeller, Coordinator-Counselor, Firestone Park Elementary School.

Mr. Nicholas Topougis, Project Coordinator provided administrative assistance.

GENERAL INTRODUCTION

Career Motivation K-6 is the first phase of the Career Development Program. The ultimate goal of the total Career Development Program K-10 is the realization and utilization of human potential for general improvement and upgrading of society. The goals of the Career Motivation Program are:

> To motivate students to want to become a part of the World of Work.
>
> To develop in students an awareness of the wide range of job opportunities, an appreciation of all work and the recognition that all work is honorable.

Through Awareness, Appreciation, and Motivation the elementary school child will understand that work is a meaningful activity that he engages in at home and school. Later those tasks for which he has assumed responsibility become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

As the child progresses through elementary school and his world expands and becomes more complex, the Career Motivation Program will have special meaning for the child in his development as a person.

The K-6 Career Motivation Program is based on the belief that every healthy individual is at work at something, especially the elementary school child. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops Motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs, their respect for work translates into career development.

The affective stages of growth require that the child's feelings, perceptions, and beliefs are dealth within the areas of self-awareness, self-acceptance, self-affirmation of interests, aptitudes, achievements, values, and attitudes.

USE OF THE GUIDE

This guide is intended to provide the elementary school teacher with Career Motivation activities related to current curriculum in the Akron Public Schools. The components of the guide are:

Curriculum Area Objectives

Concepts

Activities

Resources

Goal Statements

The final outcome of the Career Motivation Program is the integration of Career Education into the total curriculum of the schools.

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GRADE 5 — LANGUAGE ARTS

CAREER MOTIVATION GRADE 5 LANGUAGE ARTS

READING - IMAGES

OBJECTIVES:

1. To develop an understanding that mastery of reading skills exposes the reader to a wider variety of jobs in the World of Work.

CONCEPTS:

1. Service workers are vital to modern society.
2. Hobbies can lead to a vocation.
3. Reading enlarges one's knowledge of the World of Work.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Make a list of jobs where the worker produces a product, e.g., tire builder; make a second list where the worker performs a service, e.g., garbageman, mailman.	Henry and the Garbage-Images pp. 12-27	1. Stude expla a wor and o
2. Discuss the need for city service workers such as the garbageman, mailman, policeman, etc., and what the city would be like without these workers.		2. Stude compo a ci sanit
3. Visit the city's sanitation department and/or sewage treatment plant.	Sanitation department and/or sewage treatment plant	3. Stude their
4. Read a story and discuss pictures of sanitation workers	Dear Garbage Man by Gene Zion study prints Keeping the City Clean and Beautiful (SVE)	4. Stude work worke
5. Construct a time line showing the changes in diving equipment throughout the last three centuries	"Treasure Overboard"-Images, pp 86-92. paper, pencils, crayons	5. Stude ident divin funct
6. Invite a diver to explain his work and the equipment used.	Skin diver and skin diving equipment	6. Stude work
7. Read books and articles on diving	The Secret of Saturday Cove (Holt, Rinehart and Winston, Inc.) Treasure in the Sand (Lothrop, Lee and Shepard Co., Inc.) Skin Diver in Action by Erik Bergaust "A Sea Diver"-Images Workbook, p. 157	7. Stude work

LANGUAGE ARTS - READING

CH AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
be where the worker t, e.g., tire builder; t where the worker r, e.g., garbageman,	Henry and the Garbage-Images pp. 12-27	1. Students should be able to explain the difference between a worker who performs a service and one who produces a product.
for city service he garbageman, n, etc., and what like without		2. Students should be able to compose a short theme on what a city would be like without sanitation workers.
nitation department atment plant.	Sanitation department and/or sewage treatment plant	3. Students will be able to discuss their observations.
discuss pictures of	Dear Garbage Man by Gene Zion study prints Keeping the City Clean and Beautiful (SVE)	4. Students will be able to list work tasks of sanitation workers.
line showing the equipment through- centuries	"Treasure Overboard"-Images, pp 86-92. paper, pencils, crayons	5. Students will be able to identify essential pieces of diving equipment and tell the function of each piece.
explain his work used.	Skin diver and skin diving equipment	6. Students will be able to list work tasks of a skin diver.
ticles on diving	The Secret of Saturday Cove (Holt, Rinehart and Winston, Inc.) Treasure in the Sand (Lothrop, Lee and Shepard Co., Inc.) Skin Diver in Action by Erik Bergaust "A Sea Diver"-Images Workbook, p. 157	7. Students will be able to list work tasks of a skin diver.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
8. Interview a chemist to learn about his work.	tape recorder "Herbert's Chemistry Set"-Images	8.
9. Perform a few simple chemistry experiemtns with the class or allow pupils to demonstrate simple experiemtns they have done.	Beginners chemistry set	9.
10. Visit a hospital or college chemistry lab.	Hospital or college chemistry lab	10.
11. Organize a circus show using pupils pets and the tricks they can do.	Student's pets "The Trained Kangaroo"-Images, pp. 115-123	11.
12. Visit a zoo.	A zoo	12.
13. Make a list of jobs connected with animals.	A zoo	13.
14. Write letters to Floride State University requesting information on circus training.	Florida State University Tallahassee, Florida 32306	14.
15. Illustrate the uses of the whale by people a hundred years ago and compare with illustrations of things that have replaced the whale's parts.	"The Whale Hunt"-Images, pp. 226-276 paper, crayons, scissors, pictures	15.
16. Visit Sea World or area marineland exhibition.	Sea World or other marineland exhibition	16.
17. Read and prepare reports on related books.	Alaskan Hunter (Houghton Mifflin Co.) Tico Bravo, Shark Hunter (Houghton Mifflin Co.)	17.
18. Show a film on whale hunting	Nanook of the North (Akron Board of Education)	18.

AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
to learn about	tape recorder "Herbert's Chemistry Set"-Images	8. Students should be able to list work tasks of a chemist
e chemistry e class or onstrate they have done.	Beginners chemistry set	9. Students should be able to explain the necessity for precaution when working with chemicals.
college chemistry	Hospital or college chemistry lab	10. Students should be able to discuss their observations.
how using pupils they can do.	Student's pets "The Trained Kangaroo"-Images, pp. 115-123	11. Students should be able to demonstrate the skills needed for working with animals.
	A zoo	12. Students should be able to discuss their observations.
connected with	A zoo	13. Students will be able to list careers dealing with animals.
loride State ing information	Florida State University Tallahassee, Florida 32306	14. Students will be able to list requirements for working with circus animals.
of the whale by ears ago and compare of things that have s parts.	"The Whale Hunt"-Images, pp. 226-276 paper, crayons, scissors, pictures	15. Students should be able to give reasons why whaling is no longer as important an industry as it once used to be.
area marineland	Sea World or other marineland exhibition	16. Students will be able to discuss their observations.
eports on related	Alaskan Hunter (Houghton Mifflin Co.) Tico Bravo, Shark Hunter (Houghton Mifflin Co.)	17. Students will be able to list work tasks of an Eskimo.
e hunting	Nanook of the North (Akron Board of Education)	18. Students will be able to list work tasks of an Eskimo.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
19. Investigate and report on careers in medicine.	"Albert Schweitzer: Jungle Doctor" Images, pp. 448-456 D. W. Mathias, M.D.	19.
20. Construct a chart or bulletin board on Careers in Medicine using pictures from magazines and newspapers.	Pictures from newspapers and magazines	20.
21. Interview a pharmicist and an ambulance driver.	A pharmicist and an ambulance driver	21.
22. Visit an area hospital	Hospital	22.
23. Read books about medicine	How Doctors Help Us by Alice Meeker A Career in Medical Research by Hila Colman	
24. Investigate and report on the role of computers in the operation of the local hospital, bank, department store, college, business, and sports activities.	"The Computer Triumphs Again"-Images, pp. 426-447.	24.
25. Interview a person who works with computers and make a chart of the different positions available in computer work, e.g. programmers, salesman, repairman.	Computer worker	25.

H AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
port on careers	"Albert Schweitzer: Jungle Doctor" Images, pp. 448-456 D. W. Mathias, M.D.	19. Students will be able to list five careers in medicine and tell why each is important.
or bulletin n Medicine n magazines	Pictures from newspapers and magazines	20. Students will be able to list five careers in medicine and tell why each is important.
cist and an	A pharmicist and an ambulance driver	21. Students will be able to list work tasks of a pharmicist and an ambulance driver.
ital	Hospital	22. Students will be able to discuss their observations.
edicine	How Doctors Help Us by Alice Meeker A Career in Medical Research by Hila Colman	
port on the in the operation tal, bank, department siness, and sports	"The Computer Triumphs Again"-Images, pp. 426-447.	24. Students will be able to complete one of the following statements: "I would like to work with computers because..." or "I would not like to work with computers because..."
who works with a chart of the available in programmers, .	Computer worker	25. Students will be able to list computer associated occupations.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
26. Use books and filmstrips that deal with computer work.	Battery Feud (Houghton Mifflin) Looking Forward to a Career: Computers by Peter Treuenfels SFS "Computer and You" (Gotham Films) "Making It-As a Computer Operator" (Filmstrip House Inc.)	26.
27. Discuss and compare early methods of delivering milk with those used today.	"A Secret for Two" - Images, pp. 162-185	27.
28. Visit a dairy and note the steps involved in producing dairy products	A dairy	28.
29. Construct a bulletin board showing milk products.	Pictures of milk products	29.
30. Use related books, sound filmstrips, and study prints.	You Visit a Dairy by Leonard Mishover SFS "Dairy Product Delivery" (Edu-Craft) study prints series, "Dairy Helpers" (SVE)	30.
31. Discuss the type of work done by the boys' father in the story	"... And Now Miguel"-Images, pp 94-111	31.
32. Show a related film strip and discuss the work shown	FS "Sheep Rancher" (Akron Bd of Ed)	32.

AND ES	REFERENCES AND MATERIALS		GOAL STATEMENTS
trips that deal	Battery Feud (Houghton Mifflin) Looking Forward to a Career: Computers by Peter Treuenfels SFS "Computer and You" (Gotham Films) "Making It-As a Computer Operator" (Filmstrip House Inc.)	26.	Students will be able to list work tasks of computer related careers.
e early methods with those used	"A Secret for Two" - Images, pp. 162-185	27.	Students will be able to illustrate and discuss a picture or mural showing different dairy workers at work.
ote the steps ng dairy products	A dairy	28.	Students will be able to list the steps in the processing of dairy products.
n board showing	Pictures of milk products	29.	Students will be able to list milk products.
ound filmstrips,	You Visit a Dairy by Leonard Mishover SFS "Dairy Product Delivery" (Edu-Craft) study prints series, "Dairy Helpers" (SVE)	30.	Students will reinforce goal statements 28 and 29.
work done by the story	"... And Now Miguel"-Images, pp 94-111	31.	Students should be able to state orally several reasons why man is limited in the type of work he can do in a given area of the world.
strip and discuss	FS "Sheep Rancher" (Akron Bd of Ed)	32.	Students will be able to list work tasks of a sheep rancher.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
33. Make a list of sheep products and jobs related to sheep ranching.		33.
34. Prepare a written list of ways in which horses have been used by man in the past for his work; compare with a list of jobs for which horses are used today.	"A Horse for Reg"-Images, pp 72-80	34.
35. Invite a horse jockey and trainer to come and talk about their jobs.	Horse jockey and trainer	35.
36. Use related books and SFS	I Know an Animal Doctor by Chika Iritani SFS "The Veterinarian Serves the Community", Community Series-Helpers and Services (Aims Instructional Media Services)	36.

AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
p products and ep ranching.		33. Students will be able to make the list.
ist of ways in een used by man work; compare for which ay.	"A Horse for Reg"-Images, pp 72-80	34. Students will be able to recall orally several ways horses are used for work.
ey and trainer out their jobs.	Horse jockey and trainer	35. Students will be able to list work tasks of a jockey and a horse trainer.
nd SFS	I Know an Animal Doctor by Chika Iritani SFS "The Veterinarian Serves the Community", Community Series-Helpers and Services (Aims Instructional Media Services)	36. Students should be able to discuss the work of a veterinarian.

CAREER MOTIVATION GRADE 5 LANGUAGE ARTS

ENGLISH AND SPELLING

OBJECTIVES:

1. To develop an awareness of the importance of developing good communication skills for use in the World of Work.
2. To develop an understanding of the necessity for effective communication in work.

CONCEPTS:

1. Communication is vital to most occupations.
2. The purpose of some business is primarily communication.
3. The public library performs other services in addition to circulating books.

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1.	List and discuss areas of work that involve communication, either written or oral.	How Communication Helps Us by Sybil McCabe	1.
2.	Show a related film and discuss	"Speech: Effective Listening" (McGraw-Hill)	2.
3.	Construct a mural showing people communicating in their work, either orally or in written form; use magazine or newspaper pictures of people talking on the phone, writing letters, giving speeches.	Magazine and newspaper pictures	3.
4.	Invite the school principal and the public relations director of a large department store or business to speak about the role and methods of communication in their work.	School principal, public relations director of a department store or business.	4.
5.	Interview people from various lines of work that rely heavily on oral communication.	Telephone operators and linemen, hotel and restaurant receptionists, government workers, sales clerks, insurance agents, clergymen, parents.	5.
6.	Visit agencies, offices, and business departments to view the areas of work involved in written communication.	Advertising agency, advertising office of a department store, the school office, a publishing company, and a newspaper office.	6.

LANGUAGE ARTS - ENGLISH AND SPELLING

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
as of work that n, either written	How Communication Helps Us by Sybil McCabe	1. Students should be able to talk about the role of communication in the World of Work.
and discuss	"Speech: Effective Listening" (McGraw-Hill)	2. Students should be able to talk about the role of communication in the World of Work.
owing people eir work, written form; paper pictures the phone, ing speeches.	Magazine and newspaper pictures	3. Students should be able to recall orally the different methods of communication used for different jobs.
incipal and the ector of a re or business ole and methods their work.	School principal, public relations director of a department store or business.	4. Students should be able to relate the role of communications.
m various lines avily on oral	Telephone operators and linemen, hotel and restaurant receptionists, government workers, sales clerks, insurance agents, clergymen, parents.	5. Students should be able to list the occupations requiring much oral communications and explain the importance of effective communications.
ces, and business the areas of work communication.	Advertising agency, advertising office of a department store, the school office, a publishing company, and a newspaper office.	6. Students should be able to list on paper careers that deal in direct communication with the public.

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	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
7.	Show a related film.	"A Newspaper Serves Its Community" (Film Associates) "City Room" (Copley Productions)	7.
8.	Develop a radio program to be aired over the school P.A. and/ or act out a story from your reader for the rest of the school to view.		8.
9.	Plan the publication of a class newspaper; select an editor, reporters, feature writers, photographer, advertisement writers, cartoonists,etc.		9.
10.	Prepare written reports on jobs that require knowledge of several different languages; present these reports orally to the rest of the class.	The Peace Corps by Norman M. Lobenz U. S. Peace Corps by Susan Whittlesey United Nations Workers, Their Jobs, Their Goals, Their Triumphs by Jeanne A. Rowe	10.
11.	Visit an International Institute and/or an international airport	International Institute, and/or an international airport	11.
12.	Arrange interviews with foreign language teachers, foreign language editors, and translators from area firms and businesses.	Foreign language teachers and editors, translators.	12.
13.	Discuss reasons for going to a library. Use a related film	"Know Your Library" - (Coronet)	13.

AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
.	"A Newspaper Serves Its Community" (Film Associates) "City Room" (Copley Productions)	7. Students will be able to list work tasks of newspaper employees.
gram to be ol P.A. and/ from your reader school to view.		8. Students should be able to role play a situation involving correct use of communication skills.
n of a class n editor, reporters, otographer, rs, cartoonists,etc.		9. Students will recognize the necessity for effective written communication in newspaper work.
orts on jobs that f several different these reports orally class.	The Peace Corps by Norman M. Lobenz U. S. Peace Corps by Susan Whittlesey United Nations Workers, Their Jobs, Their Goals, Their Triumphs by Jeanne A. Rowe	10. Students will be able to state orally three careers that require knowledge of several different languages.
nal Institute onal airport	International Institute, and/or an international airport	11. Students will be able to observe multilingual employees.
with foreign foreign language ators from area s.	Foreign language teachers and editors, translators.	12. Students will be able to list job tasks of workers interviewed.
going to a library.	"Know Your Library" - (Coronet)	13. Students should be able to submit a written evaluation expressing their idea of the purpose of a library.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
14. Arrange a tour of the main public library and/or university library.	Public library and/or university library 14.	Students should be able to discuss work tasks of library employees.

BOOKS (RELATED)

At the Library by Lilliam Colonius
Busy Office, Busy People by Jene Barr
Come to Work with Us in a TV Station by Jean and Ned Wilkerson
How Printing Helps Us by Sybil McCabe
I Want to be a Sales Clerk by Eugene Baker
I Want to be a Secretary by Eugene Baker
Looking Forward to a Career: Writing by Ethel Tigue
News Travels Local Communications by Cynthia Chapman
Looking Forward to a Career: Theater by D. Campbell and D. Devlin
Looking Forward to a Career: Radio and Television by Billie Haeberle
Miss Terry at the Library by Jene Barr
The First Book of Acting by Karl Schuen
The First Book of Printing by Sam and Beryl Epstein
Read About the Librarian by Francine Klagsbrun
The Printers by Leonard Fisher
How to Talk Better - SRA
Jobs in Clerical Work - SRA
Jobs in Performing Arts - SRA
Jobs in Selling - SRA
Jobs in Publishing - SRA
Helen Green, Department Store Worker by M. Moller and L. Lerner
Joe the Retail Salesman by Lawrence Swinburne
Retail Salesclerk by Clarion House
Phil the File Clerk by Dale Wright

FILMS (RELATED)

Library on Wheels
Library of Congress Akron Public Library
The Librarian
We're Off to Children's Concert

FILMSTRIPS (RELATED)

By Their Speech Ye Shall Know Them (FOM)
Just A Secretary-First National City Bank (Gotham Film Productions)
The Newspaper Boy (Edu-Craft)
The Wonderful World of Work: Vocational Opportunities (Eyegate)
Set I #4. Receptionist
Set II #3. Real Estate Sales
#6. Automobile Sales Representative
Community Series-Helpers and Services (Aims Instructional Media Services)
#2. How Communications Help the Community
Community Services (Encyclopedia Britan.)
#1. Our Library
Making It - (Filmstrip House Inc.)
#1. As a Teacher
Mothers Work Too (Educational Activities, Inc.)
#4. My Mother Works in an Office
School Helpers Series (Vacuumate Corp.)
#3. The Teacher
#4. The Principal

GRADE 5 — MATHEMATICS

[redacted]

[illegible] 29

CAREER MOTIVATION GRADE 5 MATHEMATICS

BASIC MATHEMATICS

OBJECTIVES:

1. To develop an awareness of the importance of knowing basic math skills as used in everyday work.
2. To develop an awareness of the work opportunities in the field of mathematics.

CONCEPTS:

1. Basic mathematical skills are essential to daily living.
2. Mathematical skills are a basic requirement for many careers.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Discuss math concepts used in everyday living, such as telling time, counting, etc. and what the world would be like without numbers.	The Day the Numbers Disappeared by Leonard Simon	1. St li nu
2. Construct a bulletin board centered on the theme "Math Skills at Work"; divide the board into sections each labeled with a different skill and pictures of workers who use these skills.	Bulletin board and pictures of workers	2. St na in
3. Discuss jobs pupils might be doing now to earn money, e.g. newspaper boy, mowing lawns, shoveling snow, babysitting, household chores.		3. St wa
4. Arrange for a cooking demonstration with the gas or electric company; help pupils in the planning, buying, preparing, and serving of a meal.	Representative of the gas or electric company.	4. Ch de le si
5. Construct a play shopping mall using various parts of the classroom for different stores; plan a shopping trip through the mall and give each pupil a chance at buying and selling and counting out change.	Rearrange classroom furniture to represent a mall.	5. Ch ma
6. Show and discuss filmstrips on money and work	"The Story of Money" (Webster) "Money Has Meaning", "Money Makes Cents", and "Money Needs Managing" (National Consumer Finance Report)	6. Ch id be

D

	REFERENCES AND MATERIALS	GOAL STATEMENTS
s used in everyday ing time, counting, rld would be like	The Day the Numbers Disappeared by Leonard Simon	1. Students should be able to list the numerous ways numbers are used everyday.
board centered kills at Work"; o sections each rent skill and who use these	Bulletin board and pictures of workers	2. Students should be able to name five math skills used in everyday living.
might be doing .g. newspaper hoveling snow, ld chores.		3. Students will be able to list ways children can earn money.
g demonstration tric company; lanning, buying, ng of a meal.	Representative of the gas or electric company.	4. Children will be able to demonstrate their knowledge of math skills in simulated work situations.
pping mall using classroom for an a shopping l and give each ying and selling nge.	Rearrange classroom furniture to represent a mall.	5. Children will be able to make change correctly.
mstrips on money	"The Story of Money" (Webster) "Money Has Meaning", "Money Makes Cents", and "Money Needs Managing" (National Consumer Finance Report)	6. Children will be able to identify the relationship between money and work.

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
7.	Whip around the room asking pupils to complete this statement, "If I had a $100 I would..."		7.
8.	Make a chart or bulletin board of Careers in Math using pictures from newspapers (e.g. the job section) and magazines.	Newspapers and magazines	8.
9.	Divide the class into committees to prepare reports on different careers in math.	Jobs in Mathematics - SRA	9.
10.	Invite representatives from several fields of work to serve as panelists for a discussion on "How I Use Math in MY Work"	Representatives from sales, banking, engineering, accounting, architecture, computers, buying, etc.	10.
11.	Arrange tours with a department store, a bank and trust company, IBM, and the computer center of a university, factory or insurance firm.	Department store, bank and trust company, IBM, computer center	11.
12.	Invite a real estate salesman, the board of education clerk, and the county and city clerks of court to talk about their work.	Representatives from real estate, board of education, county and city government.	

I AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
m asking pupils tatement, "If I .."		7. Children will be able to make a value judgment about spending a large sum of money.
letin board of ng pictures from e job section)	Newspapers and magazines	8. Students should be able to list careers requiring math.
to committees to different careers	Jobs in Mathematics - SRA	9. Students should be able to prepare brief written resumes on three different careers using math.
ives from several erve as panelists "How I Use Math	Representatives from sales, banking, engineering, accounting, architecture, computers, buying, etc.	10. Students will be able to list five math careers and explain the use of math in each career.
a department store, mpany, IBM, and the a university, factory	Department store, bank and trust company, IBM, computer center	11. Students will be able to list five math careers and explain the use of math in each career.
te salesman, the board and the county and rt to talk about their	Representatives from real estate, board of education, county and city government.	

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BOOKS

About the Pilot of a Plane - Haile Chace
At the Bank - Elinor Rees
Come to Work with Us in House Construction - Jean and Ned Wilkerson
Engineers and What They Do - Harold Coy
Forecasting the Weather - Louis D. Rubin
I Know an Airplane Pilot - Muriel Stanek
I Want to be a Salesclerk - Eugene Baker
Looking Forward to a Career: Computers - Peter Truenfels
Looking Forward to a Career: Building Trades - Galen McKibben
Looking Forward to a Career: Home Economics - Jo Nelson
The Cabinetmakers - Leonard Fisher
What Happends When You Spend Money - Arthur Shay
What Happends When You Build a House - Arthur Shay
Helen Green, Department Store Worker- M. Moller and L. Lerner
Jobs in Electronic Data Processing - SRA
Jobs in Engineering - SRA
Retail Salesclerk - Clarion House
Time the Draftsman - Martin Hamer
How People Earn and Use Money - Muriel Stanek
The Money You Spend - Richard H. Turner
How Much and How Many, the Story of Weight and Measures - Jeanne Bendick
Money - Dyno Lowenstein
Simple Machines and How They Work - Elizabeth Sharp
Hurricanes, Tornadoes, and Blizzards - Kathryn Hitte
Computers at Your Service - Bernice Kohn

FILMS

Economics - It's Elementary (Charles Cahill & Assoc.)

FILMSTRIPS

The Wonderful World of Work: Vocational Opportunities (Eye Gate)

Mothers Work Too (Educational Activities, Inc.)

Just a Teller-First National City Bank (Gotham Film Productions)

The Newspaper Boy (Edu-Craft)

Father Works (Educational Activities, Inc.)

How We Get Our Homes (SVE)

The Story of Time Measurement (Akron Board of Education)

Insurance (Akron Board of Education)

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GRADE 5 — HEALTH

CAREER MOTIVATION GRADE 5 HEALTH

FOOD FOR GOING AND GROWING

OBJECTIVES:

1. To develop a realization of the many workers involved in food careers.

CONCEPTS:

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Invite a representative from your county agricultural extension services to talk to the class about her work and the importance of good nutrition.	Representative from the county agricultural extension service
2. Experiment with small rats to prove the necessity for good nutrition.	"Two Little Rats and How They Grew" (National Dairy Council)
3. Write to food processors seeking information about government requirements regarding the listing of nutrients on labels.	
4. Check with an area farmer to find out what methods he employs to get the most nutritional yields available.	A farmer
5. Construct a bulletin board of a sample balanced diet by using simple labels under each dish to show how the meal contains ingredients from all the food groups.	
6. Divide the class into groups and instruct each group to plan a week's menu for a particular family, taking into consideration the age of each member, the time of year it is, and the type of work each member of the family does.	

H AND LES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ative from your l extension o the class about portance of good	Representative from the county agricultural extension service	1. Students will be able to list work tasks of the county agricultural agent.
all rats to prove good nutrition.	"Two Little Rats and How They Grew" (National Dairy Council)	2. Students should be able to prove through experimentation the importance of good nutrition and the necessity for nutrition workers.
essors seeking government ding the listing bels.		3. Students should be able to explain the role government in working with foods.
farmer to find out ploys to get the ields available.	A farmer	4. Students should be able to explain the role of the farmer in increasing nutritional yields of food.
in board of a et by using r each dish al contains ll the food		5. Students will be able to demonstrate their skill as nutritionists.
nto groups and p to plan a week's lar family, taking the age of each f year it is, and ach member of the		6. Students will be able to demonstrate their skill as nutritionists.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
7. Keep a written or pictorial record of all the food you eat for a week; at the end of the week discuss the value of each food eaten.	
8. Plan, prepare, and serve a meal at school for your classmates.	
9. Use a set of study prints as a lead into a discussion of the work of the dietician.	Study Prints, "Hospital Helpers", #7, (SVE)
10. Arrange interviews with dieticians from hospitals, factories, universities, hotels, restaurants and your school system.	Hospital, factory, hotel, university, restaurant and school dieticians.
11. Arrange visits to a grist mill, a bakery, an orchard, a poultry farm, a cattle farm, and a dairy to observe the workers and the work being done.	A grist mill, an orchard, a bakery, a poultry and a cattle farm, a dairy. Filmstrip "How We Get Our Foods", (SVE)
12. Show a filmstrip on restaurant workers prior to a visit to a large area restaurant,	FS "Job Opportunities in a Restaurant" (SVE)
13. Show a filmstrip on supermarket workers prior to a visit to a food warehouse and its retail store.	FS "Job Opportunities in a Supermarket" (SVE)
14. Discuss the role of the housewife in planning meals that are best suited for her family.	

I AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
pictorial record eat for a week; eek discuss the eaten.		7. Students will be able to demonstrate their skill as nutritionists.
serve a meal at ssmates.		8. Students will be able to demonstrate their skill as nutritionists.
prints as a ion of the an.	Study Prints, "Hospital Helpers", #7, (SVE)	9. Students will be able to prepare a short paper on "A Career as a Dietician"
with dieticians tories, univ- restaurants and	Hospital, factory, hotel, university, restaurant and school dieticians.	10. Students will be able to list work tasks of dieticians.
a grist mill, a a poultry farm, a dairy to and the work	A grist mill, an orchard, a bakery, a poultry and a cattle farm, a dairy. Filmstrip "How We Get Our Foods", (SVE)	11. Students should be able to name and explain five jobs related to foods.
n restaurant workers o a large area	FS "Job Opportunities in a Restaurant" (SVE)	12. Students should be able to list work tasks of restaurant workers.
n supermarket visit to a its retail	FS "Job Opportunities in a Supermarket" (SVE)	13. Students should be able to list work tasks of supermarket workers.
f the housewife in t are best suited		14. Students will be able to list work tasks of a housewife in buying, storing and preparing food.

BOOKS

Medicine in Action by Margaret O. Hyde
Conquest of Disease by Leolon E. Martin
Food for People by Sarah R. Riedman
The First Book of Food by Ida Scheib
About Truck Farming by Irma Johnson
At the Bakery by Lillian Colonius
At the Dairy by Evelyn Hastings
Dairyman Don by Cynthia Chapin
How Farms Help Us by William Meuer
How Foods are Preserved by Marjorie Banks
How We Get Our Dairy Foods by Marjorie Banks
I Know a Baker by Chika A. Iritani
I Know a Grocer by Lorranie Henroix
Looking Forward to a Career: Home Economics by Jo Nelsen
You Visit a Spaghetti Factory and Bakery by Leonard Meshover
Food as a Crutch by Gilbert Wrenn
Jobs in Agriculture - SRA
Jobs in Professional Home Economics - SRA
Judy the Waitress by Jean Kipness
Nick the Waiter by Norman Beriseff

FILMSTRIPS

School Helpers Series (Vacuumate Corporation)
#5. The Cafeteria Worker
The Country Community (Encyclopedia Britan.)
#1. An American Farmer
The Junior Homemaker (Edu-Craft)
The SuperMarket (Edu-Craft)
Mothers Work Too (Educational Activities, Inc.)
#6. My Mother is a Waitress
Father Works (Educational Activities, Inc.)
#3. My Dad Works in a Supermarket

FILMS

Your Food (EBF)
Frozen Foods (Bailey)
The Food Store (EBF)
Four Food Groups (Avis)

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CAREER MOTIVATION GRADE 5 HEALTH

ON GUARD AGAINST ACCIDENTS

OBJECTIVES:

1. To develop an awareness of the importance of safety in all types of work.

CONCEPTS:

1. The community provides services for the safety of its citizens.
2. Industry provides safety equipment for their employees and machinery.
3. Many sports can be dangerous to the participants.
4. The government is requiring safety devices to be installed in new automobiles.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Make a map of the streets near your school and the location of such safety devices as fire houses, hydrants, and alarm boxes, stop signs, traffic lights, railroad crossing and school crossing warnings; discuss the workers involved in furnishing these devices.	
2. Visit the neighborhood firestation and/or invite a fireman to talk to the class about his work.	Firestation and firemen
3. Arrange for various safety workers in your community to form a panel and discuss how each of their jobs deals with safety.	Police and fire chief, traffic engineer, parks and recreation director, water and air pollution controllers, factory safety director, lifeguard.
4. Visit a safety products company to examine the equipment and clothing manufactured for job safety.	Safety products company
5. Gather and display items that are used for protection in various sports	
6. Write letters to automobile and aircraft companies seeking information on safety devices required in their vehicles.	Automobile and aircraft companies

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
treets near your tion of uch safety ses, hydrants, and igns, traffic lights, nd school crossing he workers involved devices.		1. Students should be able to name five jobs involved with safety that can be found in the community.
ood firestation eman to talk to work.	Firestation and firemen	2. Students will be able to list work tasks of firemen.
safety workers in form a panel and their jobs deals	Police and fire chief, traffic engineer, parks and recreation director, water and air pollution controllers, factory safety director, lifeguard.	3. Students will be able to list safety workers.
ucts company to nt and clothing b safety.	Safety products company	4. Students should be able to construct their own safety posters.
items that are in various sports		5. Students will become aware of safety hazards in various sports.
tomobile and air- king information equired in their	Automobile and aircraft companies	6. Students will become aware of safety problems in automobiles.

BOOKS

How Rules and Laws Help Us by Muriel Stanek
Pat the Playground Leader by Elizabeth Garber
You Visit a Fire Station and Police Station by Leonard Mishover

FILMSTRIPS

Community Helpers (Charles Cahill & Associates)
- #1. Fireman on Guard
- #3. Policeman-Day or Night

Community Services (Encyclopedia Britann.)
- #2. Our Fire Department
- #3. Our Police Department
- #4. Our Parks and Playgrounds

STUDY PRINTS

Fire Department Helpers (SVE)
- #8. Fire Safety Instruction

Police Department Helpers (SVE)
- #5. Traffic Control Officer
- #6. Cross Guard and Patrol Boy

CAREER MOTIVATION GRADE 5 HEALTH

GROWING IN MANY WAYS

OBJECTIVES:

1. To develop an awareness of those jobs that deal with good grooming.

CONCEPTS:

1. Many industries provide products for good grooming.
2. The fashion industry employees many service personnel.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Have small groups investigate area barber and beauty schools, beauty and barber shops.	Barber and beauty schools, barber shops, beauty salons	1. S l f b
2 Invite a barber and beautician to demonstrate their work using volunteers as customers.	Barber and beautician	2. S l o
3. Contact a beauty and barber supply c ompany to determine the work they do.	Beauty and barber supply company	3. S p o t a
4. Make a collage out of labels from health and beauty aides.	Magazine pictures, jar and bottle labels.	4. S t o
5. Invite an Avon representative to speak to the class about her work.	Avon representative	5. S l r
6. Obtain the names of various fashion schools, both local and national, and have several pupils write to these places for information.	Patricia Stevens School of Fashion, Cleveland Marti Virginia School of Fashion Design, Cleveland	6. S n o g
7. Plan a visit to a Charmette School or invite a speaker to explain what the school offers.	Representative of Charm-ette	7. S o C

AND SS	REFERENCES AND MATERIALS		GOAL STATEMENTS
nvestigate area chools, beauty	Barber and beauty schools, barber shops, beauty salons	1.	Students should be able to list requirements needed for being a barber or a beautician.
beautician to ork using mers.	Barber and beautician	2.	Students will be able to list work tasks of barbers or beauticians.
d barber supply ne the work	Beauty and barber supply company	3.	Students should be able to prepare a written resume on the production, distribution, and selling of health and beauty aides.
of labels from ides.	Magazine pictures, jar and bottle labels	4.	Students will be aware of the multitude and variety of beauty aides.
esentative to about her work.	Avon representative	5.	Students will be able to list work tasks of the Avon representative.
various fashion and national, pils write to formation.	Patricia Stevens School of Fashion, Cleveland Marti Virginia School of Fashion Design, Cleveland	6.	Students will be able to name two institutions that offer training in good grooming.
harmette School to explain what	Representative of Charm-ette	7.	Students will become aware of the training offered by Charmette School.

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
8.	Invite representatives of various fashion careers to talk to the class about their work.	Male and female models, clothing department buyer, fashion designer, manager or owner of a small clothing store.	8. S m p f
9.	Construct a bulletin board on "Careers in Fashion"	Newspaper and magazine pictures, mail order catalogues	9. S l w

CH AND TIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
tives of various to talk to the work.	Male and female models, clothing department buyer, fashion designer, manager or owner of a small clothing store.	8. Students will be able to make a list of different positions available in fashion work.
tin board on on"	Newspaper and magazine pictures, mail order catalogues	9. Students will be able to list careers concerned with good grooming.

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BOOKS

I Want to be a Beauty Operator by Eugene Baker
Looking Forward to a Career: Fashion by Margot Siegel
The Wigmakers by Leonard Fisher
Carmen the Beautician by Norman Beriseff
Good Grooming for Boys and Girls by Patricia Stevens
The Delse Sisters, Beauticians by L. Lerner and M. Moller
How We Get Our Cloth by Edith McCall
How We Get Our Clothing by Edith McCall

FILMSTRIPS

Making It (Filmstrip House Inc.)
#4. As a Beautician
The Look is Natural (First National City Bank)

CAREER MOTIVATION GRADE 5 HEALTH

MAKING A GOOD APPEARANCE

OBJECTIVES:

1. To develop an awareness of the importance of good grooming in seeking a job.

CONCEPTS:

1. An employer may set standards of appearance for his employees.
2. Good grooming is a requirement for many careers.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Cut out pictures from magazines of well-groomed people and discuss the importance of their appearance to their job.	
2. Interview a person who does the hiring for a large firm and have him tell about the importance of a neat appearance in seeking a job.	
3. Invite the Physical education teacher and school nurse to talk to the class.	Physical education teacher, school nurse

HEALTH -- MAKING A GOOD APPEARANCE

H AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
rom magazines of e and discuss the r appearance to		1. Students should be able to recognize and state three reasons for having a neat appearance when seeking a job.
who does the firm and have importance of in seeking a job.		2. Students will become aware of the wishes of employers.
l education nurse to talk	Physical education teacher, school nurse	3. Students will be able to state three reasons for keeping the mind and body healthy

CAREER MOTIVATION GRADE 5 HEALTH

KEEPING YOUR TEETH HEALTHY

OBJECTIVES:

1. To develop an awareness of the jobs available in dental work.

CONCEPTS:

1. Good health is essential for health teeth.
2. Dental care is preventive care.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Prepare reports on different lines of work available in dental hygiene: dentist, orthodonist, dental hygienist, public health nurse.		1. S n i
2. Invite a dietician to talk to the class about the relationship between good nutrition and healthy teeth.	FS "Winning First with Teeth" (SVE) Dietician	2. S s b
3. Arrange a visit through the city's dental society to view a dentist's office.		3. S l d
4. Make models of a set of teeth, a single tooth, the parts of a tooth, a giant toothbrush, and a tube of toothpaste.	Clay, papier-mache	4. S d d
5. Role play dental workers at their jobs and guess which worker is being portrayed		5. S i d
6. Visit your community water treatment plant to learn about flouridation and its effect upon the prevention of tooth decay.	Water plant	6. S l t d
7. Write the state and national departments of health seeking information about their role in the prevention of dental disease	State and national departments of health	7. S c a c
8. Make a bulletin board display on the ways to prevent or reduce dental decay; display items used in decay prevention.		8. S a d

HEALTH - KEEPING YOUR TEETH HEALTHY

H AND TS	REFERENCES AND MATERIALS	GOAL STATEMENTS
different lines of dental hygiene: st, dental hygienist, e.		1. Students should be able to name three careers available in dental work.
to talk to the class hip between good thy teeth.	FS "Winning First with Teeth" (SVE) Dietician	2. Students will be able to state the relationship between nutrition and teeth.
rough the city's view a dentist's		3. Students should be able to list the work tasks of a dentist.
et of teeth, a parts of a tooth, , and a tube of	Clay, papier-mache	4. Students will be able to demonstrate their skill in dental work.
orkers at their jobs rker is being portrayed		5. Students will be able to identify work taks of various dental workers.
ty water treatment ut flouridation and e prevention of	Water plant	6. Students will be able to list agencies that are working toward the prevention of tooth decay.
d national departments information about their tion of dental disease	State and national departments of health	7. Students will become aware of the role of the state and national departments of health.
ard display on the reduce dental decay; in decay prevention.		8. Students will be able to apply their knowledge of dental care.

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BOOKS

Jobs in Health - SRA

Let's Go to the Dentist by Naomi Buchheimer

FILMS

A Drop in the Bucket (U.S. Public Health Service)

FILMSTRIPS

My Mother Works Too (Educational Activities, Inc.)
#5. My Mother is a Dental Assistant)

STUDY PRINTS

Neighborhood Friends and Helpers (SVE)
#8. Dentist and Dental Assistants

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CAREER MOTIVATION . GRADE 5 HEALTH

YOUR PART IN COMMUNITY HEALTH

OBJECTIVES:

1. To develop an understanding of the numerous job opportunities available in communit

CONCEPTS:

1. The three levels of government have regulations to keep our food pure.
2. Immunization combat communicable diseases.
3. Litter and trash may spread diseases.

CAREER MOTIVATION . GRADE 5 HEALTH

YOUR PART IN COMMUNITY HEALTH

rstanding of the numerous job opportunities available in community health.

government have regulations to keep our food pure.

communicable diseases.

y spread diseases.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Use filmstrips relating to community health. Compose a list of all the workers who play a part in community health; discuss.	"Community Helpers" (Charles Cahill & Assoc.) "Community Series-Helpers and Services" (Aims Instructional Media Services "Community Services" (Encyclopedia Britannica Educational Corporation) "Community Helpers" (Troll Assoc.) "School Helpers Series" (Vacuumate Corp) "Our Public Utilities" (Encyclopedia Britannica)	1.
2. Invite the city health director to talk to the class about his work and that of his department.	City health director	2.
3. Arrange visits to the water treatment plant and the sewage disposal plant.	Water treatment plant and sewage disposal plant	3.
4. Using the list of Social Service Organizations (yellow pages of the phone book) as a guide, have each pupil call, write, or visit a different organization to find out about the type of work done, the job positions available, and the training required for each position.	Phone book	4.

HEALTH - YOUR PART IN COMMUNITY HEALTH

ND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
ting to community list of all the part in community	"Community Helpers" (Charles Cahill & Assoc.) "Community Series-Helpers and Services" (Aims Instructional Media Services "Community Services" (Encyclopedia Britannica Educational Corporation) "Community Helpers" (Troll Assoc.) "School Helpers Series" (Vacuumate Corp) "Our Public Utilities" (Encyclopedia Britannica)	1. Students should be able to write brief descriptions of four careers relating to community health.
alth director to about his work partment.	City health director	2. Students will be able to list work tasks of the city health director.
the water treatment ge disposal plant.	Water treatment plant and sewage disposal plant	3. Students will be able to discuss their observations.
Social Service low pages of the uide, have each or visit a tion to find out work done, the job e, and the training position.	Phone book	4. Class will be able to organize information relative to Social Service Organizations.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
5. Write letters to state and national health departments seeking information on pure food laws.	State and national health departments	5. S e i t
6. Make a bulletin board display of newspaper and magazine articles that deal with safeguarding the food we buy.		6. S l s
7. Use a set of study prints to develop a discussion on the safeguarding of our milk.	"Dairy Helpers" (SVE)	7. S l m
8. Visit a local diary to view the steps in milk pasteurization.	Dairy	8. S l p
9. Use a filmstrip showing man's work in combatting disease.	"Health Heroes; The Battle Against Disease" (Coronet)	9. S s b
10. Organize an anti-litter campaign in your school and community.		10. S p o

ACH AND ITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
state and national ts seeking information s.	State and national health departments	5. Students will be able to explain orally the workers involved in safeguarding the community's food.
board display of news- ne articles that deal g the food we buy.		6. Students will be able to list how our food is being safeguarded.
dy prints to develop a e safeguarding of our	"Dairy Helpers" (SVE)	7. Students will be able to list the methods of keeping milk pure.
ary to view the steps zation.	Dairy	8. Students will be able to list the steps in milk processing.
showing man's work in se.	"Health Heroes: The Battle Against Disease" (Coronet)	9. Students will be able to state three reasons for being immunized.
-litter campaign in community.		10. Students will be able to participate in the planning of community health projects.

BOOKS

A Career in Medical Research by Hila Colman
At the Dairy by Evelyn Hastings
How Doctors Help Us by Alice Meeker
How Hospitals Help Us by Alice Meeker
Dear Garbage Man by Gene Zion
Jobs in Health - SRA
Jobs in Social Work - SRA
Keep It Clean (Dry Cleaning Assistant) by Charles Eisendrath
My Friend, the Doctor by Sylvia Tester
Marie Perrone, Practical Nurse (Follett)
Pioneer Germ Fighters by Navin Sullivan
Polio Pioneers by Dorothy Sterling
People Who Run Your City by Shirlee Newman

FILMS

A Community Keeps Healthy (Film Associates)
Community Helpers-The Sanitation Department (Charles Cahill & Assoc.)
Community Health and You (McGraw-Hill)
Your Protection Against Disease (EBF)

FILMSTRIPS

Jenner's Smallpox Vaccine (Creative Education)
Unmasking the Germ Assassins
The International War Against Diphtheria (Creative Education)
How We Save Water (Bailey Films Inc.)
Workers for the Public Welfare (Rye Gate House)

STUDY PRINTS

Keeping the City Clean and Beautiful (SVE)
Hospital Helpers (SVE)

GRADE 5 — SCIENCE

CAREER MOTIVATION GRADE 5 SCIENCE

FROM IDEAS TO DISCOVERIES

OBJECTIVES:

1. To develop an understanding of the steps taken by scientists in employing the scientific method in their work.

CONCEPT:

1. The scientific method is the procedure used to solve problems.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS		GO
1. Use a film that shows scientists at work using the scientific method	Using the Scientific Method (Akron Board of Education)	1.	St em in ex
2. Arrange a field trip to a college chemistry, biology, or engineering department.	Chemistry, biology, or engineering department	2.	St de th
3. Try various experiments as suggested in the text or other science books.	Today's Basic Science by John Navarra and Joseph Zafforoni 101 Science Experiments by Illa Podendorf Experiences and Demonstrations in Elementary Science by Richard F. Thaw	3.	St co
4. Invite speakers from Pittsburgh Plate Glass Company and other are firms to speak to the class about the role of the scientist in their work.	Representatives of Pittsburgh Plate Glass, Goodyear Tire and Rubber Co., East Ohio Gas Company.	4.	St li sc

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SCIENCE - FROM IDEAS TO DISCOVERIES

AND S	REFERENCES AND MATERIALS		GOAL STATEMENTS
ows scientists at entific method	Using the Scientific Method (Akron Board of Education)	1.	Students should be able to employ the scientific method in carrying out simple experiments.
ip to a college , or engineering	Chemistry, biology, or engineering department	2.	Students should be able to describe the activities they observed.
ments as suggested er science books.	Today's Basic Science by John Navarra and Joseph Zafforoni 101 Science Experiments by Illa Podendorf Experiences and Demonstrations in Elementary Science by Richard F. Thaw	3.	Students will be able to conduct various experiments
om Pittsburgh Plate other are firms to about the role of heir work.	Representatives of Pittsburgh Plate Glass, Goodyear Tire and Rubber Co., East Ohio Gas Company.	4.	Students will be able to list work tasks of a scientist.

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BOOKS

Engineers and What They Do by Harold Coy
Jobs in Science - SRA
More Research ideas for Young Scientists by George Barr
Mr. Wizard's Science Secrets by Don Herbert
Breakthroughs in Science by Isaac Asimov

FILMSTRIPS

Expanding Horizons for Science (Akron Board of Education)
The Scientist: His Way, Your Way (SVE)

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CAREER MOTIVATION GRADE 5 SCIENCE

HEAT ENERGY

OBJECTIVE:

1. To develop an awareness of the importance of heat to man in his work.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Make a survey of the community to find ways in which heat is being used and how it is produced in each instance; make a chart of the information.		1.
2. Show filmstrips on man's work with heat.	How Heat Helps Us (Akron Bd. of Ed.) Where Heat Comes From (same as above)	2.
3. Invite representatives from Ohio Edison, East Ohio Gas Co., and Bolin Oil Co., to talk to the class about their companies work in providing heat for homes and businesses.	Representatives from Ohio Edison, East Ohio Gas, and Bolin Oil Co.	3.
4. Through interviews, research, and their own experiences have pupils explain how heat effects the work of the following workers; construction workers, weathermen, photographers, dieticians, electricians, astronauts, and custodians.		4.
5. Arrange for the school custodian to show the class the heating plant in your school building.	School custodian	5.
6. Visit an area university or large factory to tour their central heating plant.	University or factory heating plant	6.
7. Invite a hospital dietician to talk about her work with calories.	Dietician	7.
8. Supply pupils with a list of various foods and have them find the calorie content of each food.		8.

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
he community to find is being used and in each instance; e information.		1. Students should be able to draw pictures depicting the steps and methods used in providing heat for homes and businesses.
man's work with	How Heat Helps Us (Akron Bd. of Ed.) Where Heat Comes From (same as above)	2. Students will be able to list the ways in which heat is beneficial to man.
ives from Ohio Gas Co., and talk to the class ies work in pro- mes and businesses.	Representatives from Ohio Edison, East Ohio Gas, and Bolin Oil Co.	3. Students will be able to list services provided by the companies.
, research, and their ve pupils explain how ork of the following ion workers, weather- , dieticians, electri- and custodians.		4. Students will be able to prepare an original written essay on the importance of heat to man in his work
hool dustodian to heating plant in ng.	School custodian	5. Students will be able to list the work tasks of the school custodian.
ersity or large eir central	University or factory heating plant	6. Students will be able to compare large and small heating plants.
ietician to talk calories.	Dietician	7. Students will be able to list work tasks of a dietician.
a list of various find the calorie d.		8. Students will be able to list caloric content of specific foods.

BOOKS

Hot and Cold by Irving Adler

The Wonder of Heat Energy by Hy Ruchlis

FILMS

Energy and Work (Akron Board of Education)

Learning About Heat (Encyclopedia Britan. Films)

Our Common Fuels (Coronet)

FILMSTRIPS

Our Public Utilities (Encyclopedia Britan.)
#3. Electricity for the Community
#4. Gas for the Community

CAREER MOTIVATION GRADE 5 SCIENCE

ENGINES FOR MOTION AND POWER

OBJECTIVES:

1. To develop an understanding that an engine is a machine that helps man in his work.

CONCEPTS:

1. A machine is composed of smaller components.
2. Modern society is dependent upon machines.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Make a list of machines that you might find in operation on any day, in any city, on any job. Prepare a bulletin board display of different types of engines.	Pictures of engines	1. S l e
2. Show a film about engines.	"Engines and How They Work" (Akron Board of Education)	2. S e e
3. Get engine parts from a junk yard or garage; clean, paint, label and display each part on a table.	Engine parts from a junk yard or garage.	3. S t p
4. Visit an airport and have a mechanic show and explain the main kinds of jet engines and how each works.	Airport, mechanic, jet engines	4. S l a
5. Invite a garage mechanic to explain his work to the class.	Mechanic	5. S l g
6. Visit a vocational school and several factories to see what kinds of engines are used in each.	Vocational school, General Motors Corp. Engine Plant, an electric plant, and Massey Ferguson.	6. C d

SCIENCE - ENGINES FOR MOTION AND POWER

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
hines that you might on any day, in any Prepare a bulletin ifferent types of	Pictures of engines	1. Students should be able to list various machines and engines.
engines.	"Engines and How They Work" (Akron Board of Education)	2. Students should be able to explain the effect of engines on man's work.
rom a junk yard paint, label and on a table.	Engine parts from a junk yard or garage.	3. Students will become aware that an engine has many parts.
nd have a mechanic he main kinds of jet ch works.	Airport, mechanic, jet engines	4. Students will be able to list work tasks of an airplane mechanic.
chanic to explain ass.	Mechanic	5. Students should be able to list work tasks of a garage mechanic.
school and several hat kinds of engines	Vocational school, General Motors Corp. Engine Plant, an electric plant, and Massey Ferguson.	6. Children should be able to discuss their observations.

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BOOKS

Airplanes, How They Work by Kenton McFarland

Automobiles, How They Work by Charles Yerkey

Engines by Jerome S. Meyer

Engines by Paul Roberson

Engines, Atoms, and Power by Anabel Williams-Ellis

I Know a Garageman by Barbara Williams

How and Why Wonder Book: Machines by Jerome Notkin

FILMS

Combustion Engines: How They Work (Akron Board of Education)

FILMSTRIPS

Wonderful World of Work: Vocational Opportunities (Eye Gate House)
#7. Automobile Mechanic

Mans Use of Power (McGraw-Hill)

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CAREER MOTIVATION GRADE 5 SCIENCE

SPACE AND THE SOLAR SYSTEM

OBJECTIVES:

1. To develop an awareness of the past and present achievements in space work.

CONCEPTS:

1. Man will be able to live in space.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Prepare a bulletin board of news articles from magazines and newspapers on the latest achievements in space travel. Prepare written reports on the contributions of various groups of people to the study of space.	Newspaper and magazine articles on space work.	1. S p m a
2. Arrange a visit to a planetarium and/or an observatory.	Firestone High School Planetarium	2. S n i s s
3. Show a film about the scientist's tools used in studying space.	"Frontiers in Space: Exploring the Universe with Telescopes" (EBF) "Methods and Tools of Astronomers" (Akron Board of Education)	3. S n i s s
4. Make large illustrations of a reflecting and a refracting telescope and how they work.		4. S e w
5. Encourage students who have their own telescopes to demonstrate them to the rest of the class.		5. S e w
6. Write letters to NASA seeking information on careers available in space work.	NASA	6. S p r c

SCIENCE - SPACE AND THE SOLAR SYSTEM

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
board of news zines and news- st achievements Prepare written tributions of people to the	Newspaper and magazine articles on space work.	1. Students should be able to place in correct sequence man's past and present achievements in space travel.
a planetarium ory.	Firestone High School Planetarium	2. Students will be able to name and explain several instruments used by the scientist in his work with space.
the scientist's ying space.	"Frontiers in Space: Exploring the Universe with Telescopes" (EBF) "Methods and Tools of Astronomers" (Akron Board of Education)	3. Students will be able to name and explain several instruments used by the scientist in his work with space.
ations of a efracting tele- work.		4. Students will be able to explain how a telescope works.
who have their demonstrate them class.		5. Students will be able to explain how a telescope works.
ASA seeking infor- available in space	NASA	6. Students will be able to prepare a thorough written report on a space related career.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
7. Arrange a tour with an aerospace corporation to view their work with space shelters and extra-terrestial bases.	Goodyear Aerospace	7. S d
8. Invite a speaker who is experienced in aerodynamics to talk to the class about his work.	Representative of Goodyear Aerospace	8. S l a
9. Contact the local phone company for information on space communication.	Ohio Bell	9. S e
10. Show a film about an astronaut	"How an Astronaut Lives in Space" (Filmstrip House)	10. S o f w b l b

ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
an aerospace their work and extra-	Goodyear Aerospace	7. Students will be able to discuss their observations.
o is experienced talk to the class	Representative of Goodyear Aerospace	8. Students will be able to list work tasks of an aerodynamicist.
hone company for e communication.	Ohio Bell	9. Students will be able to explain space communications.
n astronaut	"How an Astronaut Lives in Space" (Filmstrip House)	10. Students will be able to orally complete one of the following statements: "I would like to be an astronaut because..." or "I would not like to be an astronaut because..."

BOOKS

Come to Work with Us in Aerospace by Jean and Ned [redacted]kerson

Rocketmen and What They Do by Charles I. Coombs

Jobs in Science - SRA

FILMS

Biology in Space Science (Akron Board of Education)

Apollo Mission Concept (NASA)

How We Explore Space (Film Associates of California)

FILMSTRIPS

Space Travel (Eye Gate)

Work of Astronomers, Space Travel (SVE)

CAREER MOTIVATION GRADE 5 SCIENCE

THE BOTANIST AND HIS PLANTS

OBJECTIVES:

1. To develop an awareness of the importance of plants to man's economy and the work areas available in connection with plants.

CONCEPTS:

1. Plants are necessary to sustain life.
2. Plants have an aethetic value.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Make a chart of the ways in which man uses plants; food, clothing, shelter, dyes, medicine; find pictures to show each example.	Pictures of plant products	1. S l u
2. Use a filmstrip to show how plants are used by man.	"How Do Plants Help Us?" (Akron Board of Education	2. S l u
3. Visit an experimental farm where pupils can see scientists working with plants.	OARDC in Wooster	3. S l
4. Visit a nursery and/or greenhouse.	Nursery and greenhouse	4. S l
5. Arrange for a florist to come and talk about his work and give a demonstration.	Florist	5. S l
6. Arrange for a nature walk at a metropolitan park and have a naturalist explain his work.	A naturalist	6. S l n
7. Present a film and/or filmstrip on man's work with plants.	"Green Thumb in the Classroom" (Akron Board of Education) "A Tree is Born" (Akron Board of Education)	7. S d o
8. Have ach pupil grow at least one kind of plant either in school or at home.		8. S d o

SCIENCE - THE BOTANIST AND HIS PLANTS

ACH AND ITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
the ways in which man d, clothing, shelter, find pictures to show	Pictures of plant products	1. Students should be able to list five ways in which man uses plants.
to show how plants are	"How Do Plants Help Us?" (Akron Board of Education	2. Students should be able to list five ways in which man uses plants.
ental farm where pupils ts working with plants.	OARDC in Wooster	3. Students will be able to list work tasks of scientists.
and/or greenhouse.	Nursery and greenhouse	4. Students will be able to list work tasks of nursery.
orist to come and ork and give a	Florist	5. Students will be able to list work tasks of a florist.
ture walk at a k and have a naturalist .	A naturalist	6. Students will be able to list work tasks of a park naturalist.
nd/or filmstrip on man's .	"Green Thumb in the Classroom" (Akron Board of Education) "A Tree is Born" (Akron Board of Education)	7. Students will be able to demonstrate their knowledge of the botanist's work.
row at least one kind in school or at home.		8. Students will be able to demonstrate their knowledge of the botanist's work.

BOOKS

Plants in His Pack by Janice J. Beaty

Plants Today and Tomorrow by Margaret Hyde

Garden Indoor by Bertha Morris Parker

FILMS

The Forest

Our World of Plants Akron Board of Education

Nature's Half Acre

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CAREER MOTIVATION GRADE 5 SCIENCE

KNOWING THE EARTH

OBJECTIVES:

1. To develop an appreciation for the extensive work undertaken in discovering facts about th earth and its origin.

CONCEPTS:

1. Fossils', rocks, etc. reveal the history of the earth.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Investigate and report on the work of the following people; geophysicists, geologists, paleontologists, archaeologists, anthropologists.	Anthropologists and What They Do by Margaret Mead Archaeologists and What They Do by Robert J. Braidwood, Ph. D.	1.
2. Obtain a topographic map of the area in which your school is located, and, if possible, a "geologic folio" of your community; invite a geographer or geologist to explain the maps to the class.	Library or university, geographer or geologist.	2.
3. Arrange for an archaeologist to come and talk to the class about his work.	APS A Handbook of Community Resource Persons	3.
4. Encourage pupils to bring in and share their rock collections with the rest of the class.		4.
5. Make different kinds of fossil prints for a classroom display	Plaster of Paris, cake pan, shells, leaves, twigs	5.
6. Construct a geological calendar or timetable.	Six shelves, models, dioramas, reports, specimens	6.
7. Visit an historical museum	Ohio Historical Museum; Cleveland Museum of Natural History.	7.
8. Visit a rock quarry and observe and make a record of how the rocks are being removed; collect some rock samples	Rock quarry	8.

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I AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
port on the work of le; geophysicists, tologists, archaeo-gists.	Anthropologists and What They Do by Margaret Mead Archaeologists and What They Do by Robert J. Braidwood, Ph. D.	1. Students should be able to associate various scientific titles with their respective jobs.
ic map of the area ol is located, and, logic folio" of rite a geographer plain the maps to	Library or university, geographer or geologist.	2. Students will be able to explain different types of maps.
haeologist to come ss about his work.	APS A Handbook of Community Resource Persons	3. Students will be able to list work tasks of an archaeologist.
o bring in and share ions with the rest		4. Students will be able to demonstrate their ability as earth scientists.
ds of fossil prints splay	Plaster of Paris, cake pan, shells, leaves, twigs	5. Students will be able to identify fossil prints.
ical calendar or	Six shelves, models, dioramas, reports, specimens	6. Students will be able to explain geological time-table.
l museum	Ohio Historical Museum; Cleveland Museum of Natural History.	7. Students will be able to observe and identify artifacts of the earth's history.
y and observe and ow the rocks are lect some rock	Rock quarry	8. Students will be able to explain the work tasks observed.

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BOOKS

Stories Read from the Rocks by Bertha Morris Parker

How and Why Wonder Book: Our Earth by Felix Sutton

First Book of Archaeology by Nora Benjamin Kubie

FILMS

Earthquake (Akron Board of Education)

Dr. Leaky and the Dawn of Man (Akron Board of Education)

CAREER MOTIVATION GRADE 5 SCIENCE

EXPLORING THE OCEAN DEPTHS

OBJECTIVES:

1. To develop an awareness of the numerous careers dependent on the ocean.

CONCEPTS:

1. Man uses marine life as food.
2. Ocean plant and animal life help keep our natural environment in balance.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Use films that show different workers that are dependent on their oceans.	"Sponge Treasure from the Sea", "Flavor of Maine", "It's the Maine Sardine", "The Restless Sea" (Akron Board of Education)	1.
2. Design a mural showing the riches man extracts from the ocean.		2.
3. Visit a marine laboratory or aquarium	Marine laboratory or aquarium	3.
4. Make a chart showing the various devices used in under water exploration		4.
5. Arrange a diving suit demonstration with the proprietor of a shop who deals in deep sea diving equipment.	Diving suit	5.
6. View a scuba diving demonstration	YMCA	6.
7. Instruct pupils to watch TV for special shows on under water exploration	Jacques Cousteau specials	7.
8. Prepare a report on the life and work of one of the following underwater explorers; Jacques Piccard, Donald Walsh, William Beebe, and Otis Barton.	"William Beebe: Down into the Sea", (Akron Board of Education) How and Why Wonder Book of Oceanography by Robert Scharff Oceanographers in Action by Erik Bergaust	8.
9. Make a list of problems of exploration and how divers must overcome these problems in exploring the sea.	All About Undersea Exploration by Ruth Brindze Exploring Under the Sea by Gordon J. Cook	9.

CH AND TIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ow different workers on their oceans.	"Sponge Treasure from the Sea", "Flavor of Maine", "It's the Maine Sardine", "The Restless Sea" (Akron Board of Education)	1. Students should be able to list three industries dependent on the oceans for their existence.
owing the riches the ocean.		2. Students should be able to list the marine items used by man.
boratory or aquarium	Marine laboratory or aquarium	3. Students will be able to observe marine life.
ing the various nder water exploration		4. Students should be able to name three methods used in under water exploration.
suit demonstration r of a shop who deals g equipment.	Diving suit	5. Students will be able to explain the correct usage of deep sea diving equipment.
ng demonstration	YMCA	6. Students will have a better understanding of scuba diving
o watch TV for special ter exploration	Jacques Cousteau specials	7. Students will be able to discuss their observations.
on the life and work llowing underwater s Piccard, Donald ebe, and Otis Barton.	"William Beebe: Down into the Sea", (Akron Board of Education) How and Why Wonder Book of Oceanography by Robert Scharff Oceanographers in Action by Erik Bergaust	8. Students will be able to recall orally the work of several oceanographers and the problems encountered in their work.
oblems of exploration st overcome these cing the sea.	All About Undersea Exploration by Ruth Brindze Exploring Under the Sea by Gordon J. Cook	9. Students will be able to list problems involved in marine exploration.

BOOKS

Deep-Sea World: The Story of Oceanography by Charles Coombs

The First Book of the Ocean by Sam and Beryl Epstein

Let's Explore Beneath the Sea by William Knowlton

Skin Divers in Action by Erik Bergaust

Tom the Merchant Seaman by Bronson Dudley

FILMSTRIPS

How the Sea Helps Us (Filmstrip House)

Animal Life in the Sea (Filmstrip House)

Plant Life in the Sea (Filmstrip House)

CAREER MOTIVATION GRADE 5 SCIENCE

SENDING MESSAGES

OBJECTIVES:

1. To develop an awareness of the areas of work available in communication systems.

CONCEPTS:

1. Communication is basic to human society.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Make a chart of the ways we communicate with each other.		1. St id co
2. Investigate the history of communications and draw a mural to show the development of one system after another.	From Drumbeat to Tickertape by Edward Osmond Communication from Stone Age to Space Age by Harry Edward Neal The Wonderful World of Communication by Lancelot T. Hagben	2. St li me
3. Discuss the use of flags as means of communication and the jobs where they would be used; have each child make his own set of semaphore flags and practice sending messages to his classmates.		3. St li si
4. Invite an amateur radio operator to visit the class to demonstrate how his radio transmitter works.	Amateur radio operator	4. St st ra
5. Through a field trip find out about the communication systems being used in businesses and industries.	Factory, department store, insurance company, airport control tower, Western Union, telephone company	5. St ex ca
6. Prepare reports on the work of the following men; Samuel B. Morse, Cyrus Field, Alexander Graham Bell, Thomas Edison, Guglielmo Marconi, Hans Christian Oersted.	Samuel Morse and the Electronic Age BY Wilma Pitchford Hays Let's Find Out About Thomas Alva Edison by Martha and Charles Shapp The Genie and the Word by Walter Buehr Mr. Bell Invents the Telephone by Katherine B. Shippen	6. St re of fi

AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ways we communicate		1. Students should be able to identify five methods of communication.
tory of communications show the development another.	From Drumbeat to Tickertape by Edward Osmond Communication from Stone Age to Space Age by Harry Edward Neal The Wonderful World of Communication by Lancelot T. Hagben	2. Students will be able to list historical changes in methods of communications.
flags as means of he jobs where they each child make his flags and practice his classmates.		3. Students will be able to list uses of semaphore signals.
adio operator to visit trate how his radio	Amateur radio operator	4. Student will be able to state uses of amateur radio transmitters.
o find out about the ns being used in stries.	Factory, department store, insurance company, airport control tower, Western Union, telephone company	5. Students should be able to explain business communication systems.
the work of the el B. Morse, der Graham Bell, lelmo Marconi, ted.	Samuel Morse and the Electronic Age BY Wilma Pitchford Hays Let's Find Out About Thomas Alva Edison by Martha and Charles Shapp The Genie and the Word by Walter Buehr Mr. Bell Invents the Telephone by Katherine B. Shippen	6. Students should be able to report on the contributions of several scientist in the field of communication.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
7. Visit a radio station and television studio.	Radio station and television studio	7.
8. Invite a radio disc jockey to come and talk to the class about his work.	Disc jockey	8.
9. Have a TV repairman talk about his work and explain the difference between black and white and color television.	TV repairman	9.
10. Invite a representative of the telephone company to come and talk to the class about work with communication satellites.	Representative of Ohio Bell	10.
11. Arrange for an engineer to explain how a telephone works.	Engineer from Ohio Bell	11.
12. Allow pupils to take turns rank ordering television, telephone, and raio work according to that which they would most prefer doing, next prefer doing, and least prefer doing.		12.

AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
on and television	Radio station and television studio	7. Students will be able to observe and identify five careers in TV and radio work.
jockey to come ss about his	Disc jockey	8. Students will be able to list work tasks of a disc jockey.
talk about his e difference hite and color	TV repairman	9. Students will be able to list work tasks of a TV repairman.
tive of the tele- me and talk to k with communi-	Representative of Ohio Bell	10. Students will be able to recognize and discuss the advantages and disadvantages of various careers in communication.
neer to explain ks.	Engineer from Ohio Bell	11. Students will be aware of how a telephone works.
e turns rank , telephone, ding to that st prefer doing, and least prefer		12. Students will be able to make a value judgment regarding employment in the communications career.

BOOKS

Television Works Like This by Robert and Jeanne Bendick
All About Radio and Television by Jack Gould
Picture Book of Radio and Television by Jerome S. Meyer
Come to Work with Us in a TV Station by Jean and Ned Wilkerson
How Communication Helps Us by Sybil McCabe
Looking Forward to a Career: Theater by D. Campbell and D. Devlin
Looking Forward to a Career: Radio and Television by Billi Naeberle
The First Book of Acting by Karl Schuen
What Happens When You Make a Telephone Call by Arthur Shay
You Visit a Newspaper and Television Station by Leonard Meshover

FILMS

Communication in the U.S. (Akron Public Library)
Communication in the Modern World (Coronet)

FILMSTRIPS

Calling Your Neighbor (SVE)
Wonderful World of Work: Vocational Opportunities (Eye Gate)
  #2. Electrician
  #3. TV and Radio Repair
Telephone Services (Edu-Craft)
Telephone Workers (Edu-Craft)

GRADE 5 — SOCIAL STUDIES

CAREER MOTIVATION GRADE 5 SOCIAL STUDIES

EXPLORING THE NEW WORLD

OBJECTIVES:

1. To develop an understanding for the work undertaken in the founding and shaping of our count

CONCEPTS:

1. Natural geographic regions determine jobs available.
2. Machines are constantly being improved.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Show pictures of towns damaged by earthquakes, floods, wind storms, etc., and discuss how these forces affect the people of these areas and their jobs.		1.
2. Use books and filmstrips dealing with the work of the Vikings. Use films showing the voyages of the early explorers and discuss reasons for their explorations. Make a mural showing the boats explorers used; caravels, round ships, sailing ships, steamboats.	Viking Adventures by Clyde R. Bulla "The Viking" (Akron Board of Education) "Into the New World" and "The Untouched Land" (Akron Board of Education)	2.
3. Discuss the natural regions, precipitation, and growing seasons of the U.S. and how they affect the type of work performed in a given area.	Precipitation, growing seasons, and natural region maps of the U.S.	3.
4. Make reports on various inventions and machines. Invite a speaker to demonstrate a sewing machine or other household machine of today and compare it to an older model of the same machine.		4.
5. Prepare a mural showing machines of past years along side of those that we have today.		5.
6. Show a film on the life and work of a famous inventor.	"The Boyhood of Thomas Edison" (Akron Board of Education	

CH AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
towns damaged by ds, wind storms, how these forces of these areas		1. Students will be able to list how natural forces change the people work.
strips dealing the Vikings. the voyages of rs and discuss explorations. ing the boats aravels, round ips, steamboats.	Viking Adventures by Clyde R. Bulla "The Viking" (Akron Board of Education) "Into the New World" and "The Untouched Land" (Akron Board of Education)	2. Students will be able to compare Viking tools with present day tools.
al regions, d growing seasons ow they affect performed in a	Precipitation, growing seasons, and natural region maps of the U.S.	3. Students should be able to state how natural regions affect work performed.
arious inventions ite a speaker to ing machine or achine of today an older model ne.		4. Students will become aware of changes and improvements in machines.
howing machines of side of those that		5. Students will become aware of changes and improvements in machines.
e life and work of	"The Boyhood of Thomas Edison" (Akron Board of Education	

BOOKS

Lives of Girls Who Became Famous by Constance Naar

Andrew Carnegie and the Age of Steel by Katherine B. Shippen

Famous Explorers for Young People by Ramon P. Coffman

Admiral Christopher Columbus by Clara Ingram Judson

Leif Erickson, Explorer by Ruth Weir

How We Travel on Water by Malcolm Prevus

Why We Live Where We Live by Eva K. Evans

FILMS

Most Explorers (EBF)

America Grows with Iron and Steel (Akron Board of Education)

FILMSTRIPS

Exploration of America (Akron Board of Education)

CAREER MOTIVATION GRADE 5 SOCIAL STUDIES

EXPLORING THE SOUTHEAST

OBJECTIVES:

1. To develo an awareness of how the people of the Southeastern states make use of their land and its resources in providing work for the people of the area.

CONCEPTS:

1. A successful community requires work cooperation from many people.
2. A cash crop creates a demand for additional farm workers.
3. Man uses the natural resources available in his locality.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Show a film on the first colony and discuss why it succeeded and continued to grow despite the hardships faced by the settlers.	"Jamestown" (Akron Board of Education
2. Report on John Rolfe and how his discovery led to the need for many more workers than were available in the colonies at that time.	
3. Prepare dioramas on early plantations	
4. Divide pupils into five groups and assign each group to make a cross-section diagram of the Southeast, labeling each region; assign individual groups to further show either growing seasons, special crops raised, important natural resources, manufactured products, or tourist spots.	Pine board or plywood, clay, play-dough, salt and flour or wheat paste and sawdust; tempera paint; pins and label flags.
5. Show a film on the Southeastern states	"The Southeastern States" (Akron Bd of Ed)
6. Make reports on the different kinds of farms in the Southeastern states.	"Citrus Culture", "Agriculture in the South" (Akron Board of Education) "Cotton Planting", "Cotton Picking and Ginning" (Hoefler)
7. Visit an agricultural experimental farm.	OARDC in Wooster

I AND LES	REFERENCES AND MATERIALS	GOAL STATEMENTS
first colony and ceeded and continued e hardships faced by	"Jamestown" (Akron Board of Education	1. Students should be able to prepare a short paper on the importance of work in establishing the first colony.
fe and how his he need for many were available in at time.		2. Students will be able to explain how a cash crop creates a demand for additional workers.
n early plantations		3. Students will be able to present various work tasks in their dioramas.
five groups and to make a cross- the Southeast, on; assign to further show sons, special rtant natural tured products,	Pine board or plywood, clay, play-dough, salt and flour or wheat paste and sawdust; tempera paint; pins and label flags.	4. Students will be able to list crops grown, natural resources, and manufactured products for the various regions.
Southeastern states	"The Southeastern States" (Akron Bd of Ed)	
e different kinds of eastern states.	"Citrus Culture", "Agriculture in the South" (Akron Board of Education) "Cotton Planting", "Cotton Picking and Ginning" (Hoefler)	6. Students will be able to list three careers connected with farming.
ral experimental	OARDC in Wooster	7. Students will be able to list work tasks performed at the farm.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
8. Invite a county agent to speak to the class about his work with the farmer.	County agent	8.
9. Use related films and filmstrips to show man's use of his natural resources in establishing various industries.	"C onserving Our Natural Resources" "Man Uses and Changes the Land" "Story Behind a Bottle" (Akron Board of Education) "Coal Mining-The Story of Buried Sunlight" (Eye Gate House)	9.
10. Prepare reports on coal mining and the methods used to extract the coal.	Up from the Mines from Our Working World: Cities at Work	10.
11. Report on the life and work of Robert Goddard.	Man and Space, Life Science Library "A Walk on the Moon-Dr. Goddard and His Dream", (Hearst Metrotone News, Inc.)	11.

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H AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ent to speak to s work with the	County agent	8. Students will be able to list work tasks of a county agent.
and filmstrips of his natural olishing various	"C onserving Our Natural Resources" "Man Uses and Changes the Land" "Story Behind a Bottle" (Akron Board of Education) "Coal Mining-The Story of Buried Sunlight" (Eye Gate House)	9. Students will be able to prepare individual charts of the most abundant natural resources found in the Southeastern states and the industry or product developed from that resource.
coal mining and to extract the	Up from the Mines from Our Working World: Cities at Work	10. Students will be able to list methods of coal mining.
e and work of	Man and Space, Life Science Library "A Walk on the Moon-Dr. Goddard and His Dream", (Hearst Metrotone News, Inc.)	11. Students will be able to list various work tasks of a scientist.

BOOKS

First Book of Cotton by Matilda Rogers

John Smith of Virginia by Ronald Syme

Jamestown Adventure by Olga W. Hall-Quest

Life in America: The South by Richard E. Banta

The Glassmakers by Leonard Fisher

FILMS

Bounty of the Forest

The Forest Akron Board of Education

This is Lumber

Eighteenth Century Life in Williamsburg, Virginia (Colonial Williamsburg)

FILMSTRIPS

Life in a Coal-Mining Town (Coronet)

The Cardboard Cow (Eye Gate House)

CAREER MOTIVATION GRADE 5 SOCIAL STUDIES

EXPLORING NEW ENGLAND

OBJECTIVES:

1. To develop an understanding of the diversity of jobs found in New England.

CONCEPTS:

1. An industry terminates when there is no longer a demand for its products.
2. Some New England industries are dependent on the sea.
3. New England is still an important manufacturing region.
4. Mass production made modern industries possible.

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	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1.	Use several class periods to show and discuss films about the lives and jobs of the early pioneer settlers.	"Pioneer Home", "Pioneer Spinning and Weaving", "Pioneer Blacksmith" (Akron Board of Education)	1.
2.	Make dioramas of New England villages	"New England States: Villages, Towns, and Cities" (Akron Board of Education	2.
3.	Construct small replicas of artifacts used by the pioneers in their work; hornbook, spinning wheel, cooking pot, churn, loom, ax and adz, bellows, fire-arms.		3.
4.	Visit a restored early pioneer village	Restored German village in New Philadelphia	4.
5.	Find a simplified version of Moby Dick for the advanced readers or read selections from the original book to introduce the once important whaling industry of New England. Report on the history of whaling, its importance to the people of its time, and why the industry began to die out.	Moby Dick by Herman Melville	5.
6.	Show a filmstrip on the industries found in New England that depend on the sea.	"New England States: Seacoasts, Shipping, Fisheries" (Akron Bd of Ed)	6.
7.	Prepare reports on Samuel Slater and Eli Whitney.	Eli Whitney by Dorothea Snow	7.

CH AND TIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
periods to show and ut the lives and jobs eer settlers.	"Pioneer Home", "Pioneer Spinning and Weaving", "Pioneer Blacksmith" (Akron Board of Education)	1. Students should be able to review orally the work done by the early settlers of New England.
New England villages	"New England States: Villages, Towns, and Cities" (Akron Board of Education	2. Students will be able to show the work performed.
eplicas of artifacts ers in their work; g wheel, cooking pot, nd adz, bellows, fire-		3. Students will be able to explain the use of the pioneer's tools.
early pioneer village	Restored German village in New Philadelphia	4. Students will be able to compare pioneer life with life today.
version of Moby Dick readers or read he original book to e important whaling ngland. Report on aling, its importance its time, and why the die out.	Moby Dick by Herman Melville	5. Students will be able to explain why some industries lose their importance.
on the industries found at depend on the sea.	"New England States: Seacoasts, Shipping, Fisheries" (Akron Bd of Ed)	6. Students will be able to name three industries dependent on the sea.
n Samuel Slater and	Eli Whitney by Dorothea Snow	7. Students will be able to state how Slater and Whitney contributed to mass production manufacturing.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
8. Make charts of the manufactured products of New England.	"New England States: Industry" (Akron Board of Education)	8. Students will be able to give four reasons for New England becoming a great manufacturing region.

BOOKS

Harvest of the Sea by Walter Buehr

New England Country by Dorothy Wood

Louisa Alcott by Jean Wagoner

FILMS

Ships Need a Harbor

Flavor of Maine

Fresh Out of Water — Akron Board of Education

It's the Maine Sardine

Outboard Fisherman, U.S.A.

Sponge Treasure from the Sea

FILMSTRIPS

Tools and Handicrafts of the Colonial Frontier (Akron Board of Education)

America Sails the Seas (Eye Gate House)

Working in U.S. Communities, Group I (SVE)
- #1. Old Sturbridge and Mystic Seaport (Historic Communities)
- #3. Rockland, Maine (Coastal Communities)

CAREER MOTIVATION GRADE 5 SOCIAL STUDIES

EXPLORING THE MIDDLE ATLANTIC STATES

OBJECTIVES:

1. To develop an understanding of why many people in the Middle Atlantic States are employed in jobs centering around manufacturing.

CONCEPTS:

1. The location of industry depends on the availability of workers and energy and the cost of transporting raw materials and finished product.

2. Methods of transportation have changed.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Compose a list of reasons why manufacturers choose a particular location for their factories; skilled workers, other factories, coal, money, customers, and transportation.	
2. Make a display of items manufactured in the Middle Atlantic States region.	
3. Show filmstrips that deal with the cities of the Middle Atlantic region and the jobs these cities provide.	"The Middle Atlantic Seaboard Region: Great Cities--Megalopolis" (McGraw-Hill) "Middle Atlantic States: New York City" "Middle Atlantic States: Philadelphia, Baltimore, and Washington" (Haeseler)
4. Divide pupils into three groups and present each group with one of the following activities centered on the Middle Atlantic States and the jobs they provide: read a story and answer on paper the discussion questions about the story; view a sound film strip using a small table size projector and earphones; prepare in writing reports on the four largest cities of the region.	Our Working World, Cities at Work (SRA) resource unit and text books, "Why a City is Where it is", p. 42 Our Working World, Cities at Work, (SRA) SFS "Why a City Is Where It Is", #3 This is New York by Miroslav Sasek Our Working World, Cities at Work, text "The Changing Steel City: Pittsburgh", pp. 48-54 "Young Philadelphia", pp. 92-95 "Crossroads of Ideas: New York", pp 84-91 "Planning Our City: Washington, D.C., pp. 156-161

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SOCIAL STUDIES - EXPLORING THE MIDDLE ATLANTIC STATES

CH AND TIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
reasons why manu- a particular location es; skilled workers, coal, money, customers, n.		1. Students should be able to state three reasons why so many manufacturers choose the Middle Atlantic States region for their factories.
items manufactured antic States region.		2. Students will be able to list ten items manufactured in Middle Atlantic States.
hat deal with the dle Atlantic region e cities provide.	"The Middle Atlantic Seaboard Region: Great Cities--Megalopolis" (McGraw-Hill) "Middle Atlantic States: New York City" "Middle Atlantic States: Philadelphia, Baltimore, and Washington" (Haeseler)	3. Students will be able to list four jobs found in the Middle Atlantic States region.
o three groups and p with one of the ies centered on ic States and the : answer on paper the ons about the story; strip using a small tor and earphones; g reports on the es of the region.	Our Working World, Cities at Work (SRA) resource unit and text books, "Why a City is Where it is", p. 42 Our Working World, Cities at Work, (SRA) SFS "Why a City Is Where It Is", #3 This is New York by Miroslav Sasek Our Working World. Cities at Work, text "The Changing Steel City: Pittsburgh", pp. 48-54 "Young Philadelphia", pp. 92-95 "Crossroads of Ideas: New York", pp 84-91 "Planning Our City: Washington, D.C., pp. 156-161	4. Students will be able to discuss one of the four largest cities of the Middle Atlantic States.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
5. Collect road, railroad and airline maps and discuss the importance of these transportation methods to the people who commute to the cities to work.	Road, railroad, and airline maps
6. Construct a bulletin board showing how methods of transportation have changed in this country; three sections could be used, one showing land transportation, another showing water transportation, and a third showing air transportation; discuss the impact of these changes to the workers in the transportation industry.	
7. Use related materials to ellicit a discussion of the importance of transportation workers.	Our Working World, Cities at Work, resource unit, pp. 164-166 "The Arteries of Cities" "The Real Future of Transportation" Study Prints "How People Travel in the City", set #29 (SVE) "Moving Goods for People in the City", set #120, (SVE) Films "The Big Wide Highway (Coronet) "Buses That Serve the Community" (FIlm Associates) "Railroad Rhythms" (Film Associates) "Seaport" (EBF) "Transportation in the Modern World" (Coronet) "The Airplane" (Eye Gate House)

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I AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
oad and airline e importance of n methods to ute to the cities	Road, railroad, and airline maps	5. Students will be able to name four jobs relating to the transportation industry.
n board showing how rtation have changed ree sections could g land transportation, er transportation, and transportation; dis- these changes to the sportation industry.		6. Students will be able to list the changes in the transportation industry.
ls to ellicit a mportance of trans-	Our Working World, Cities at Work, resource unit, pp. 164-166 "The Arteries of Cities" "The Real Future of Transportation" Study Prints "How People Travel in the City", set #29 (SVE) "Moving Goods for People in the City", set #120, (SVE) Films "The Big Wide Highway (Coronet) "Buses That Serve the Community" (FIlm Associates) "Railroad Rhythms" (Film Associates) "Seaport" (EBF) "Transportation in the Modern World" (Coronet) "The Airplane" (Eye Gate House)	7. Students will be able to list reasons why transportation workers are important.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	C
8. Arrange a visit to an airport, bus depot, a trucking company, and/or a train station.		8. S
9. Build a model of the St. Lawrence Seaway or the Eric Canal.		9. S

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AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
an airport, bus company, and/or		8. Students will be able to list work tasks of transportation workers.
e St. Lawrence Canal.		9. Students will be able to list some work tasks of construction workers.

BOOKS

Men at Work in the Middle Atlantic States by Henry B. Lent
I Know a City: The Story of New York's Growth by Katherine B. Shippen
The Big Book of Real Airplanes by George Zaffo
The Big Book of Real Boats and Ships by George Zaffo
The Big Book of Real Trucks by George Zaffo
Building Your Superhighways by George Zaffo
Cargoes in the Sky by Walter Buehr
At the Airport by Lillian Colonius
At the Railroad Station by A. Reck and H. Fichter
Building a Skyscraper by Martin and Eve Iger
Come to Work with Us in an Airport by Jean and Ned Wilkerson
How People Live in the Big City by Muriel Stanek
I Know a Truck Driver by J. A. Evans
I Want to be a Taxi Driver by Eugene Baker
You Visit a Steamship and Airport by Leonard Mishover

FILMS

Transportation (in America) (Churchilll Films)
The Factory: How a Product is Made (Film Associates)
How Clothing is Made: The Story of Mass Production (Film Associates)

FILMSTRIPS

The Airplane Changes American (Eye Gate House)
Iron and Steel (Eye Gate House)
The Wonder of the Steam Engine (Eye Gate House)
Middle Atlantic States: New York City (Haeseler)
Middle Atlantic States: Philadelphia, Baltimore, and Washington (Haeseler)
Traveling In and Out of Our City (Coronet)
1. The Airport
2. The Railroad Station
3. The Bus Station
4. The Harbor

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CAREER MOTIVATION GRADE 5 SOCIAL STUDIES

THE FOUNDING OF OUR NATION

OBJECTIVES:

1. To develop an awareness of the careers available in government work at the federal, state, and local levels.

CONCEPTS:

1. Career opportunities exist at all levels of government.
2. Background requirements for governmental careers vary with the job

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1.	Use a filmstrip and pictues to illustrate the job of the President of the United States.	Portraits of the presidents FS "What is a President?" (Akron Board of Education	1.
2.	Make a chart showing the names and pictures of the current President, Vice President, and Cabinet members and their respective jobs.		2.
3.	Whip around the room and have pupils complete this statement, "If I were president I'd..." discuss the answers given.		3.
4.	Invite the congressman from your congressional district to talk to the class about his work and/or show a filmstrip on the work of a congressman.	Congressman FS "What is a Congressman?" (TRoll Assoc.)	4.
5.	Make a chart of the Supreme Court Justices and present current articles on the possibility of a woman holding the position.		5.
6.	Use a film showing the many government offices found in Washington, D. C.	"Washington, City of the World" (Akron Board of Education)	6.
7.	Show a film about a state governor and his work.	"Governor" (Akron Board of Education)	7.

AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
pictues to of the President s.	Portraits of the presidents FS "What is a President?" (Akron Board of Education	1. Students should be able to list five work tasks of the President of the United States.
g the names and rent President, Cabinet members e jobs.		2. Students should be able to name five governmental positions at the federal level and list three job tasks for each.
n and have pupils ment, "If I were iscuss the answers		3. Students will be able to make a value judgement.
man from your ict to talk to work and/or the work of	Congressman FS "What is a Congressman?" (T[R]oll Assoc.)	4. Students should be able to list the work task of a congressman.
Supreme Court t current articles of a woman holding		5. Students should be able to list three work tasks of a Supreme Court Justice.
the many government shington, D. C.	"Washington, City of the World" (Akron Board of Education)	6. Students will become aware of the many career opportunities available in government.
state governor and	"Governor" (Akron Board of Education)	7. Students will be able to list the work tasks of the governor.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
8. Invite a state senator or representative to speak to the class about their work.	State senator and/or representative	8.
9. Make a chart of the different city government offices and under each division list the different jobs that can be found	Yellow pages of the phone book	9.
10. Choose various government offices and write to them requesting information on the type of work done by their office. Invite workers from any of the government offices to talk to the class about their work.	City government offices	10.
11. Visit the mayor's office and sit in on a city council meeting.	Mayor's office and city council meeting	11.
12. Invite the councilman from your ward to talk to the class about his job as a councilman.	Councilman	12.
13. Use stories and films relating to city government work.	"Our City Government" "The Mayor" (Akron Board of Education) "A Day in the Life of a Mayor" from Our Working World, Cities at Work, p. 146	13.
14. Organize a committee to interview the chief of police or one of his assistants.	Chief of police	14.

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AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
tor or peak to the class	State senator and/or representative	8. Students will be able to list the work tasks of a state senator and/or representative.
different city and under each ifferent jobs	Yellow pages of the phone book	9. Students will be able to discuss different careers in city government work.
rnment offices equesting inf- of work done nvite workers ernment offices about their	City government offices	10. Students will become aware of various governmental occupations.
ffice and sit in eeting.	Mayor's office and city council meeting	11. Students will be able to recognize the names and jobs of the government officials who run their city.
an from your class about lman.	Councilman	12. Students will be able to list the work tasks of a councilman.
as relating work.	"Our City Government" "The Mayor" (Akron Board of Education) "A Day in the Life of a Mayor" from Our Working World, Cities at Work, p. 146	13. Students will be able to list the work tasks of the mayor.
e to interview or one of his [redacted]	Chief of police	14. Students will be able to list the work tasks of the chief of police.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
15. Arrange visits to the city jail and court house.	City jail and court house	15.
16. Read an article dealing with the police department.	"Police Services" by Elinor Wilson from Our Working World, Cities at Work	16.
17. Involve the entire class in a sociodrama based on an issue similar to the one found in the story "To Buy or Not to Buy"	"To Buy or Not to Buy" Our Working World, Cities at Work, resource unit	17.
18. Role play a mock trial including the judge, jury, attorneys, witnesses, defendent.		18.
19. Pupils prepare short compositions on the careers they might like to follow in government.		19.

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SOCIAL STUDIES - THE FOUNDING OF OUR NATION (continued)

AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
he city jail and	City jail and court house	15. Students will become aware of the jobs available in the jail and court house.
ling with the	"Police Services" by Elinor Wilson from Our Working World, Cities at Work	16. Children can list the work tasks of a policeman.
class in a sociodrama similar to the one "To Buy or Not to Buy"	"To Buy or Not to Buy" Our Working World, Cities at Work, resource unit	17. Children will be able to demonstrate their knowledge of government work through role play.
ial including the ys, witnesses,		18. Children will be able to demonstrate their knowledge of government work through role play.
t compositions on ght like to follow		19. Children should be able to match their own abilities with job requirements.

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BOOKS

First Book of Washington, D. C. by Samuel and Beryl Epstein

About the People Who Run Your City by S. Newman and D. Sherman

The First Book of Local Government by James A. Eichner

City Workers by Jeanne A. Rowe

How Our Government Helps Us by Muriel Stanek

Looking Forward to a Career: Government by Arvonne Fraser

Courts of Law by James A. Eichner

FILMSTRIPS

What is a Mayor? (Troll Assoc.)

The City and Government (SRA)

Our City Government (Film Assoc.)

Local Government in Ohio: Organization and Finance (Kuhlman Studios)

The Legislative Branch

The Executive Branch (Akron Board of Education)

The Judicial Branch

CAREER MOTIVATION GRADE 5 SOCIAL STUDIES

EXPLORING THE NORTH CENTRAL STATES

OBJECTIVES:

1. To develop an awareness of the importance of mining, farming, manufacturing and their relate industries as a source of livelihood for the people of the North Central States.

CONCEPTS:

1. Farming is an important industry in the North Central States.
2. Mass production methods cut the cost of the finished product.
3. Mass production depends on the assembly line.
4. The automobile is a vital part of the American way of life.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Make maps of the different farming regions found in the North Central States.		1. Stude state many jobs State
2. Divide pupils into committees and assign a different farming region to each committee to report on and present to the rest of the class.	Picture Book of Kansas Picture Book of Iowa Picture Book of Wisconsin Picture Book of Minnesota by Bernadine Bailey Sweet Land of Michigan By August Derleth Life in America: the Midwest by Walter Havighurst Films "Dairy Belt" "Dairy Farm" "Dairy-Farm to Door" "The Corn Belt" "Wheat Farmer" "The Wheat Belt" (Akron Board of Education) "The American Farmer" "Food for the City: Produce" "Food for the City: Wheat and Flour" (Akron Board of Education)	2. Stude discu
3. As a class project, prepare a bulletin board display of food labels or pictures showing agricultural products of the Mid-western farms.		3. Stude list produ

	REFERENCES AND MATERIALS	GOAL STATEMENTS
erent farming North Central		1. Students should be able to state three reasons for the many farmers and farm related jobs found in the North Central States.
mittees and rming region report on st of the	Picture Book of Kansas Picture Book of Iowa Picture Book of Wisconsin Picture Book of Minnesota by Bernadine Bailey Sweet Land of Michigan By August Derleth Life in America: the Midwest by Walter Havighurst Films "Dairy Belt" "Dairy Farm" "Dairy-Farm to Door" "The Corn Belt" "Wheat Farmer" "The Wheat Belt" (Akron Board of Education) "The American Farmer" "Food for the City: Produce" "Food for the City: Wheat and Flour" (Akron Board of Education)	2. Students will be able to discuss one farm region.
epare a of food owing of the Mid-		3. Students will be able to list the agricultural products of the Midwest

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
4. Make a collection of machinery used on different types of farms.		4. S m w
5. Prepare a chart showing the animals involved in the meat processing industry and the by-products derived from these animals.		5. S o i
6. Visit a cattle or dairy farm	Cattle or dairy farm	6. S l d
7. Show a film relating to the industries of the North Central States.	"The Middle States" (EBF) "The Rouge" (Akron Bd. of Ed.) "Tommy Looks at Tires" (B. F. Goodrich Co.)	7. S m t C o S
8. Make a graph showing the amount of mining done in the North Central States as compared to the other regions of the United States.		8. S m t C o U
9. Make reports on Henry Ford, his invention of the automobile, and his idea of mass production.		9. S t o i
10. Visit an automobile assembly plant	Chevrolet Assembly Plant at Lordstown	10. S l

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
machinery pes of farms.		4. Students will be able to match machinery with its work task.
ding the animals processing products derived		5. Students will become aware of the meat processing industry.
iry farm	Cattle or dairy farm	6. Students will be able to list work tasks on a dairy farm.
to the industries States.	"The Middle States" (EBF) "The Rouge" (Akron Bd. of Ed.) "Tommy Looks at Tires" (B. F. Goodrich Co.)	7. Students will be able to make a comparison between the industries of the North Central States and those of other regions of the United States.
the amount of orth Central o the other d States.		8. Students will be able to make a comparison between the mining of the North Central States and those of other regions of the United States.
y Ford, his omobile, and duction.		9. Students will be aware of the impact of Ford's ideas on the manufacturing industries.
assembly plant	Chevrolet Assembly Plant at Lordstown	10. Students will be able to list work tasks of production workers.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
11. Set up an assembly line in the classroom using model car kits.		11.
12. Prepare a list of workers in the motor-transport industry; truck, bus, and cab drivers, road builders, motor sales people, motor parts factory workers; invite several workers to talk to the class about their work.		12.
13. Arrange visits to area motor-transport industries to view the employees at work.	Car dealer, gasoline service station, auto mechanics department of a vocational school, trucking company	13.
14. Make a chart or diagram showing the effects of the automobile on the American way of life; include pictures of drive-in banks, movies, restaurants, beverage stores, and car washes.		14.

H AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
line in the del car kits.		11. Students will be able to simulate an assembly line.
workers in the dustry; truck, rs, road builders, , motor parts vite several the class about		12. Students will be able to mention three careers related to the motor-transport industries.
area motor- s to view ork.	Car dealer, gasoline service station, auto mechanics department of a vocational school, trucking company	13. Students will be able to list work tasks of the employees whom they observed.
gram showing the omobile on the fe; include pictures movies, restaurants, nd car washes.		14. Students will be able to list the ways American life is dependent on the automobile.

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BOOKS

Harbors and Cargo by Walter Buehr
How Automobiles are Made by David Cooke
Automobiles: How They Work by Charles Yerkew
What Happens in a Car Factory by Arthur Shay
How We Get Our Dairy Foods by Marjorie Banks
How Foods are Preserved by Marjorie Banks
How Farms Help Us by William Meuer
Jobs in Agriculture - SRA
Pete the Service Station Attendant by Burton Goodman
"The World's Biggest Trading Post" and "Bargaining for Beef"
from Our Working World, Cities at Work, resource unit
I Know a Garageman by Barbara Williams
I Know a Truck Driver by J. A. Evans
I Want to be a Taxi Driver by Eugene Baker

FILMS

The Invisible Bridge (Akron Board of Education)
Tommy Looks at Careers-Trucking (B. F. Goodrich)

FILMSTRIPS

Four Major Cities of the North Central States (Eye Gate)
Chicago-At the Crossroads of a Nation (Eye Gate)
Detroit-Midwest Center of Industry (Eye Gate)
Raw Steel to Rolling Wheels (Edu-Craft)
The Great Lakes Area: Men, Minerals, and Machines (McGraw-Hill)
Living on Man's Earth (EBF)
#5. At Work on the Farm
Working in U.S. Communities, Group II (SVE)
#2. Detroit-Manufacturing Community
#3. Chicago-Transportation Community
The U. S. Midwest (EBF)
#1. Center of the Automobile Industry
Trucks Work for Us (Akron Board of Education)
Automobiles for Millions (Eye Gate house)
The Great Plains-From Green to Gold (Akron Board of Ed)90

CAREER MOTIVATION GRADE 5 SOCIAL STUDIES

EXPLORING THE SOUTH CENTRAL STATES

OBJECTIVES:

1. To develop an understanding of the importance of cities in the South Central States as centers of work for the people of the region.

CONCEPTS:

1. Cotton was important in the settling of the South Central States.
2. The pine forest has many uses.
3. Petroleum has replaced cotton as the chief money maker.
4. The Tennessee Valley Authority changed the economy and the lives of the people in the region.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Use a film to emphasize the reason for settlers coming to the region. Prepare reports on Eli Whitney, his invention of the cotton gin, and its impact on the Southern economy. Show films about the cotton industry of the South.	"Pioneer Journey Across the Appalachian" (Coronet) "Eli Whitney" (Akron Board of Education) "Cotton Planting" "Cotton Picking and Ginning" (Hoefler) "Cotton in Today's World" (Coronet)
2. Make a bar graph showing the ten most important manufacturing industries of the South	
3. Report on Charles Herty and his work with the pine forests of the South. Make a chart showing the products of the pine tree.	
4. Report on the work of the French scientist Chardonnet and his work in producing rayon.	
5. Read stories and show films that deal with the petroleum industry.	Rock Oil to Rockets-The Story of Petroleum by Dirk Gringhuis "Two Suitcases Full of Oil" by Robert K. Buell from Everybody's Riches "These Are My People" (Akron Bd of Ed)
6. Write letters to the American Petroleum Institute requesting charts telling about the petroleum industry in the U.S.	American Petroleum Institute 1271 Avenue of the Americas New York, N. Y.

H AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
asize the reason g to the region. Eli Whitney, his otton gin, and its hern economy. he cotton industry	"Pioneer Journey Across the Appalachian" (Coronet) "Eli Whitney" (Akron Board of Education) "Cotton Planting" "Cotton Picking and Ginning" (Hoefler) "Cotton in Today's World" (Coronet)	1. Students should be able to list several reasons for the importance of agriculture in the South Central States.
howing the ten ufacturing industries		2. Students will be able to state five important manufacturing industries of the region.
Herty and his work sts of the South. ng the products of		3. Students will be able to list the uses of the Pine Forest.
of the French et and his work		4. Students will become aware of work tasks of a scientist.
how films that deal industry.	Rock Oil to Rockets-The Story of Petroleum by Dirk Gringhuis "Two Suitcases Full of Oil" by Robert K. Buell from Everybody's Riches "These Are My People" (Akron Bd of Ed)	5. Students will be able to list careers in the petroleum industry.
he American e requesting charts petroleum industry	American Petroleum Institute 1271 Avenue of the Americas New York, N. Y.	6. Students will be able to list careers in the petroleum industry.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
7. Prepare reports on the work of the TVA. Show films showing the work done by the TVA in this region.	"This is TVA" "TVA and the Nation" (Akron Board of Education)	7.
8. On a chart show reasons for the development of certain cities in the region; opposite the reason give examples of jobs that might be found there.	New Orleans-Marketing Community (SVE) Houston: A City Expanding (Eye Gate House)	8.

AND SS	REFERENCES AND MATERIALS	GOAL STATEMENTS
the work of the owing the work this region.	"This is TVA" "TVA and the Nation" (Akron Board of Education)	7. Students will be able to summarize the work of the TVA and its importance to the people of the region and the rest of the United States.
ons for the ain cities in e the reason bs that might	New Orleans-Marketing Community (SVE) Houston: A City Expanding (Eye Gate House)	8. Students will be able to name five cities of the region and tell why they are important.

BOOKS

The Real Book About the Texas Rangers by Alan Allen
Picture Book of Alabama by Bernadine Bailey
Picture Book of Arkansas by Bernadine Bailey
Picture Book of Louisiana by Bernadine Bailey
Picture Book of Mississippi by Bernadine Bailey
Picture Book of Oklahoma by Bernadine Bailey
Picture Book of Texas by Bernadine Bailey
Picture Book of Tennessee by Bernadine Bailey
Cowboys and Cattle Drives by Edith McCall
Cowboy Andy by E. W. Chandler
The First Book of Cotton by M. Rogers
Cotton in My Sack by Lois Lenski
Oilmen and What They Do by William C. Harrison

FILMS

Life on a Cattle Ranch (Coronet)
Birth of an Oil Field
Prospecting for Petroleum Akron Board of Education
Bounty of the Forest

FILMSTRIPS

Why and How Cities Grow (Eye Gate House)
Agriculture in the South (SVE)
The Gulf Coast Region: The South's Land of Opportunity (McGraw-Hill)
The Might Mississippi (FOM)
Gas and Oil Workers (Edu-Craft)

CAREER MOTIVATION GRADE 5 SOCIAL STUDIES

EXPLORING THE ROCKY MOUNTAIN STATES

OBJECTIVES:

1. To develop an awareness of the limited areas of work for the people of the Rocky Mountain region.

CONCEPTS:

1. Sheep and cattle ranching are profitable in the Rocky Mountains.
2. National parks preserve the beauty of our forests and natural wonders.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Study and discuss precipitation, population, and graphic relief maps of the Rocky Mountain region to understand why the people of the region find a limited amount of work.	Precipitation, graphic relief, and population maps of the Rocky Mountain region.
2. Show a filmstrip of the Rocky Mountain region to stress the importance of the work done in this region to the rest of the United States.	"The Rocky Mountain Area: Backbone of the Nation" (McGraw-Hill)
3. Make reports on the occupations that can be found in the states in this region.	Men at Work in the Rocky Mountain States by Harry C. Rubicam Picture Book of Idaho Picture Book of Arizona Picture Book of Colorado Picture Book of Montana Picture Book of Nevada Picture Book of New Mexico Picture Book of Utah Picture Book of Wyoming by Bernadine Bailey
4. Whip around the room asking students to say the first thing that comes to their minds when they hear the word "cowboy"	
5. Show filmstrips and read books on the work of the cowboy.	"American Cowboy" "Songs of the Cowboy" (Akron Bd of Ed) Cowboys and Cattle Trails by Shannon and Warren Garst

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SOCIAL STUDIES - EXPLORING THE ROCKY MOUNTAIN STATES

ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
cipitation, ic relief maps region to ople of the amount of work.	Precipitation, graphic relief, and population maps of the Rocky Mountain region.	1. Students should be able to list three reasons why work is limited in the Rocky Mountain region.
he Rocky Mountain importance of the ion to the rest	"The Rocky Mountain Area: Backbone of the Nation" (McGraw-Hill)	2. Students should be able to explain the importance of the work being done.
occupations that tates in this	Men at Work in the Rocky Mountain States by Harry C. Rubicam Picture Book of Idaho Picture Book of Arizona Picture Book of Colorado Picture Book of Montana Picture Book of Nevada Picture Book of New Mexico Picture Book of Utah Picture Book of Wyoming by Bernadine Bailey	3. Students should be able to list occupations available.
asking students g that comes to hear the word		4. Students will be able to explain why they would or would not like to be a cowboy or farmer in the Rocky Mountain states region.
read books on the	"American Cowboy" "Songs of the Cowboy" (Akron Bd of Ed) Cowboys and Cattle Trails by Shannon and Warren Garst	5. Students will be able to list the work tasks of the cowboy.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
6. Prepare a mural showing the different jobs a cowboy does on a modern ranch.	
7. Make a bulletin board display of sheep and the products derived from sheep.	
8. Use a book, film or filmstrip to show the work done by a sheep rancher.	"...And Now Miguel" by Joseph Krumgold "The Story of Wool" (SVE) "Sheep Rancher" (EBEC)
9. Make a chart of the minerals found in this region, their industrial use, and the state in which they are located. Construct a replica of a mining town. Read a story and show a filmstrip on mining in this region.	"Up and Down in Old Jerome" from Our Working World, Cities at Work, text, p. 110 "Ghost Towns and Trails of the Past" (Eye Gate)
10. Allow pupils to choose a national park or monument they would like to visit and prepare a report on it.	"Zion and Bryce Canyon" "Yellowstone" "Yosemite" "Our National Park System" (Akron Board of Education)
11. Invite a naturalist or a person who has worked a summer in a national park to show the class pictures and/or tell them about their work.	A naturalist

AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
wing the different on a modern ranch.		6. Students will be able to list the work tasks of the cowboy.
rd display of sheep rived from sheep.		7. Students will be able to list the commercial uses of sheep.
filmstrip to show sheep rancher.	"...And Now Miguel" by Joseph Krumgold "The Story of Wool" (SVE) "Sheep Rancher" (EBEC)	8. Students will be able to list the work tasks of a sheep rancher.
minerals found in industrial use, and they are located. of a mining town. ow a filmstrip on on.	"Up and Down in Old Jerome" from Our Working World, Cities at Work, text, p. 110 "Ghost Towns and Trails of the Past" (Eye Gate)	9. Students will be able to write a paragraph on the importance of mining as a source of work to the people of the Rocky Mountain States.
ose a national park uld like to visit t on it.	"Zion and Bryce Canyon" "Yellowstone" "Yosemite" "Our National Park System" (Akron Board of Education)	10. Students will be able to list job opportunities in a national park.
or a person who in a national park ictures and/or tell rk.	A naturalist	11. Students will be able to list work tasks of a naturalist.

BOOKS

Life in America: the Great Plains by Walter Havighurst

Park Rangers and Game Wardens the World Over by Floyd Torbett

FILMS

Cattleman: A Rancher's Story (Akron Board of Education)

FILMSTRIPS

The Southwest: Land of Promise

The Intermountain West

Western Plains and Rocky Mountains Akron Board of Education

Farmer, Rancher, and Cowboy

Working in United States Communities, Group I (SVE)
#2. Flagstaff, Arizona - Service Community
#4. Douglas, Wyoming - Ranch Community

CAREER MOTIVATION GRADE 5 SOCIAL STUDIES

EXPLORING THE PACIFIC STATES

OBJECTIVES:

1. To develop an understanding of the types of work performed by the people of the Pacific Coast states.

CONCEPTS:

1. Irrigation is necessary to use land in arid regions.
2. Lumber is an important industry in the Pacific Coast.
3. Truck farm products must be transported quickly to market.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Prepare reports on the farming done in the Central Valley and other areas of California.	Picture Book of California by Bernadine Bailey	1.
2. Show films dealing with the work involved in the irrigation of the land in this region.	"The Colorado River" "Life in the Central Valley of California" (Coronet)	2.
3. Make a chart of the products grown on the farms in this region.		3.
4. Show a film dealing with the processing of food grown in the area.	"Truck Farm to Door" (Akron Bd of Ed)	4.
5. Divide the class into committees to prepare reports on the six largest cities of the area and the work opportunities available in these cities.		5.
6. Use related filmstrips	Working in U.S. Communities, Group II (SVE) #1. San Francisco-Financial Community	6.
7. View a filmstrip that shows the lumber industry of the Pacific Coast	"Story of West Coast Lumber" (Akron Board of Education)	7.
8. Make a chart illustrating how plywood is made and the uses for this product.		8.

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SOCIAL STUDIES - EXPLORING THE PACIFIC STATES

I AND IES	REFERENCES AND MATERIALS		GOAL STATEMENTS
the farming done ley and other areas	Picture Book of California by Bernadine Bailey	1.	Students should be able to tell why farming in the Pacific Coast region is so important to the people who live and work there.
with the work rigation of the .	"The Colorado River" "Life in the Central Valley of California" (Coronet)	2.	Students should be able to discuss the work involved in irrigation.
products grown s region.		3.	Students will be able to list the farm products.
with the pro- wn in the area.	"Truck Farm to Door" (Akron Bd of Ed)	4.	Students will be able to tell the steps in the processing of truck farm products.
to committees to the six largest and the work able in these		5.	Students will be able to name six careers that can be found in the largest cities of the Pacific Coast.
ips	Working in U.S. Communities, Group II (SVE) #1. San Francisco-Financial Community	6.	Students will be able to discuss the financial communities.
at shows the the Pacific Coast	"Story of West Coast Lumber" (Akron Board of Education)	7.	Students will be able to recognize three careers available in connection with lumber.
ating how plywood s for this product.		8.	Students should be able to discuss the process for making plywood.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
9. Visit an area lumber company	An area lumber company	9.
10. Invite a builder to talk to the class about his work.	A builder	10.
11. Assign pupils to use their imaginations and build anything they want out of scrap wood.		11.
12. Publish a newspaper that gives news items about the five Pacific States: students choose to be editors, reporters, photographers, cartoonists, printers.		12.

CH AND TIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ber company	An area lumber company	9. Students will be able to list the job opportunities and the work tasks for each.
to talk to the class	A builder	10. Students will be able to list work tasks of a builder.
use their imagina- nything they want .		11. Students will be able to demonstrate their skills as construction workers.
er that gives news ive Pacific States: o be editors, re- phers, cartoonists,		12. Students will be able to demonstrate their skills as newspapers workers.

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BOOKS

Getting to Know Alaska by Jim Breetveld
Hawaii by Oscar Lewis
Pacific Shores by Libra V. Cleveland
Mother Ditch by Olicer LaFarge
This is San Francisco by Miroslav Sasek

FILMS

This is Lumber (Akron Board of Education)
Making the Desert Green (Akron Board of Education
Far Western States (Akron Board of Education)
People of the Western Shore (Coronet)

FILMSTRIPS

The Pacific Northwest: Working with Water (Akron Board of Education)
Just a Teller-First National City Bank (Gotham Film Productions)

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